The "Teaching of English" Series

General Editor—DR. RICHARD WILSON

ENGLISH SPOKEN AND WRITTEN

Part I

No. I

JOHN RUSKIN

From a Drawing after the Hollyer portrait by E. Heber Thompson

ENGLISH
SPOKEN AND WRITTEN

A Graduated Course
for Schools in Four Parts
by
RICHARD WILSON

PART I

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PREFACE

THE aim of the compiler of this book is to arouse living interest in the mother-tongue as a means of oral and written expression, starting from the interest which can be so readily aroused in the subject-matter of attractive pieces of English writing, and especially in those of a conversational character. "And what is the use of a book," thought Alice, "without pictures and conversations."

An attempt is also made to show by means of practical exercises in great variety that "English" is something which comes into daily life at every turn, and not a mere "subject" in a time-table; something which touches work and play and social life, and is required in school science, history, Nature study, and geography, as well as in composition, reading, recitation, and grammar; which is indeed required wherever an English man or woman speaks or puts pen to paper. So the work proposed consists of practice in conversation, asking and answering questions, taking notes, writing reports, keeping a diary, dramatizing conversational passages from literature, writing telegrams, post-cards, and short letters, telling a good story so that the laugh comes in at the right moment, making polite requests, and describing pleasantly what has been observed on a visit. The idea is to keep the mind working on matters of living interest and so encouraging expression, the correctness of which is a matter for the teacher's observation. No formal grammar is included, but the pupil is made conscious

by means of varied exercises that we do write and speak on a definite plan, and is thus prepared for later consideration of what grammar ought to mean to ordinary people.

We have for some years made the sentence the unit, and have advocated "free composition" and the "broad sweep" in order to break down the dumbness and numbness of the pupil. We have probably gone too far. The pupil now writes so freely that he takes little or no pains, is impatient in his choice of words and phrases, impatient also of punctuation, and of cultivating the mental poise which is necessary for the achievement of clear thought and lucid expression. Exercises have, therefore, been framed to induce an "ordered freedom," to arouse interest in single words and phrases, to enforce frequent pauses for consideration, and to insist upon the fact that there are few, if any, exact synonyms in our mother-tongue.

The frontispiece of this book shows a portrait of John Ruskin, whose words, quoted on page 31 from *Sesame and Lilies* and containing the simile of the Australian miner, have been taken as a kind of guide to what we might call a new type of informal parsing—a consideration of the meaning and function of each word in a given paragraph, and its exact relationship to others round about it. Ruskin's paragraph serves to call a halt to the "uncharted freedom" of composition with the "broad sweep."

This book is intended for the use, and enjoyment, of pupils of ten to eleven years of age, and, if used as suggestive rather than satisfying, ought to cover a year's work.

ENGLISH SPOKEN AND WRITTEN

PART I

CHAPTER I

Reading Exercise—A Mad Tea-Party

THERE was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it. A Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it and talking over its head. " Very uncomfortable for the Dormouse," thought Alice, " only, as it's asleep, I suppose it doesn't mind."

The table was a large one, but the three were all crowded together at one corner of it. " No room! No room!" they cried out, when they saw Alice coming. " There's *plenty* of room?" said Alice indignantly, and she sat down in a large arm-chair at one end of the table.

" Have some wine," the March Hare said in an encouraging tone.

Alice looked all round the table, but there was nothing on it but tea. " I don't see any wine," she remarked.

" There isn't any," said the March Hare.

" Then it wasn't very civil of you to offer it," said Alice angrily.

" It wasn't very civil of you to sit down without being invited," said the March Hare.

" I didn't know it was *your* table," said Alice; " it's laid for a great many more than three."

"Your hair wants cutting," said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

"You should learn not to make personal remarks," said Alice, with some severity; "it's very rude."

LEWIS CARROLL, *Alice in Wonderland.*

Exercises and Questions

1. Distinguish the description from the conversation in the above reading.
2. How many times does the word *said* occur? What other word or words could be used to make a change?
3. What printer's marks are used to show the exact words uttered by the speakers? They are called raised commas or quotation marks, but the printer calls them "quotes." Look up "quote" in the dictionary.
4. Insert raised commas in the following sentences:—

   Your wings are coloured like the rainbow! exclaimed Pandora. Yes, they are like the rainbow, said Hope, because I am partly made of tears as well as smiles. And will you stay with us, asked Epimetheus, for ever and ever?
5. Study the following portion of the above story re-written in the form of a play:—

SCENE—A Garden before a House

[*A large tea-table under a tree. The* MARCH HARE *and* MAD HATTER *are sitting at one corner, with a sleeping* DORMOUSE *between them on which they rest their elbows while talking over his head.*]

Enter ALICE

Alice (*to herself*). Very uncomfortable for the Dormouse; only, as it's asleep, I suppose it doesn't mind.

March Hare (*encouragingly*). Have some wine.

March Hare and Mad Hatter (*speaking together*). No room! No room!

Alice (*indignantly*). There's plenty of room.
[*Sits in a large arm-chair at end of table.*

6. Note carefully in the above (1) the Stage Directions printed in italics, (2) the conversation or dialogue.
7. Why are raised commas not used in the play ?
8. Finish the play. Note how each part of the description must be got into the Stage Directions, but that no unnecessary words must be used.
9. Note that Stage Directions are written as if the action were taking place *now*. Is this done in the story form ?
10. Other short conversational passages from a story could be dramatized in a similar manner.

Oral Work

1. What has four legs ? What has two legs ? What has one leg ? What has three legs ?
2. No bachelor has a wife. This man has no wife. Is he, therefore, a bachelor ?
3. All great men work hard. The greengrocer works fourteen hours a day. Is he, therefore, a great man ?
4. Recall the events of your last birthday, or of some special day within the past month.

Dictation Sentences

Prepare the following :—

1. Oblige my aunt by meeting her at twelve o'clock opposite the entrance to the orchard.
2. He took a photograph of the picnic in the presence of several of his relatives.
3. A regiment of cavalry passed along the terrace.
4. The excited explorer exclaimed in an extremely loud voice, " I declare that I will advance, even through desperate disaster, to my destination."

CHAPTER II

Picture Study

1. Name all the things or objects which you can distinguish in the picture on page 11.
2. Name the actions, such as *striking, struggling*, etc.
3. Name the thoughts and feelings of the actors, such as *determination*, and their qualities, such as *fierceness, bravery*, etc.
4. The knight is Sir Calidore and the dragon is the Blatant Beast. Notice its multiple venomous tongue. It had injured the knight's lady, and he tracked it down and hurt it so sorely that he was able to take it to the Faerie Queen on a lead. But the Blatant Beast was not killed. Tell the story of the battle in your own words.
5. Note that you can make the story more effective if you tell it as if the fight were taking place now—"The knight advances warily, holding his drawn sword in his hand. His left side is protected by, etc."
6. Invent a short conversation or dialogue between the Faerie Queen and the knight when he returns to the castle with the Blatant Beast.

General Tests

1. Look round the room, note six objects, close your eyes, and name them in series like this: "I saw a desk, a chair, a ruler, the window, a map of England, and a wastepaper basket."
2. Extend the above sentence by adding something descriptive to the name of each object noted—for example, I saw a large flat desk, a cushioned chair with a high back, etc.
3. You are asked to give an account of where you were and what you did last Sunday morning.

Whom could you bring to prove that what you say is true ?

4. Write down notes on four useful things that you have learnt at school or elsewhere during the past few days.
5. How could you help yourself to remember that blackbirds hop while starlings walk ?
6. A dear friend has just lost a mother by death. Would you send him (or her) a post-card to express your sorrow ? If not, why not ?
7. You are unexpectedly prevented from keeping an important appointment this afternoon. Would you send a post-card or a letter offering apology and explanation ? If you think that neither of these would be suitable, what would you do ?

Imitation

1. Read the following paragraph very carefully :—

> It was beautiful in the country. It was summer time : the wheat was yellow ; the oats were green ; the hay was stacked up in the green meadows ; and the stork paraded about on his long red legs talking Egyptian, which language he had learned from his mother. The fields and meadows were skirted by thick woods, and a deep lake lay in a hollow among the trees. Yes, it was indeed beautiful in the country.

2. Write another paragraph on this model, describing a street of town shops at Christmas time on a fine frosty day. Begin " It was jolly (or delightful) in the town "
3. Would you imitate the boy who, on being asked why he had been allowed to leave school early, replied, " Because I done my English good " ? If not, what would you have said ?

CHAPTER III

Reading Exercise—Mr. Winkle on the Ice

Mr. Bob Sawyer was performing a flourish of unparalleled beauty. Mr. Winkle struck wildly against him, and with a loud crash they both fell heavily down. Mr. Pickwick ran to the spot. 'Bob Sawyer had risen to his feet, but Mr. Winkle was far too wise to do anything of the kind—in skates. He was seated on the ice, making spasmodic efforts to smile ; but anguish was depicted on every lineament of his countenance.

" Are you hurt ? " inquired Mr. Benjamin Allen, with great anxiety.

" Not much," said Mr. Winkle, rubbing his back very hard.

" I wish you'd let me bleed you," said Mr. Benjamin, with great eagerness.

" No, thank you," replied Mr. Winkle hurriedly.

" I really think you had better," said Allen.

" Thank you," replied Mr. Winkle ; " I'd rather not."

" What do *you* think, Mr. Pickwick ? " inquired Bob Sawyer.

Mr. Pickwick was excited and indignant. He beckoned to Mr. Weller, and said in a stern voice: " Take his skates off ! "

" No ; but really I had scarcely begun," remonstrated Mr. Winkle.

" Take his skates off ! " repeated Mr. Pickwick firmly.

The command was not to be resisted. Mr. Winkle allowed Sam to obey it in silence.

" Lift him up," said Mr. Pickwick. Sam assisted him to rise.

Mr. Pickwick retired a few paces apart from the bystanders, and, beckoning his friend to approach, fixed a searching look upon him, and uttered in a low,

but distinct and emphatic tone, these remarkable words,—

"You're a humbug, sir!"

A what?" said Mr. Winkle, starting.

"A humbug, sir! I will speak plainer if you wish it. An impostor, sir!"

With those words Mr. Pickwick turned slowly on his heel and rejoined his friends.

CHARLES DICKENS, *The Pickwick Papers.*

Exercises and Questions

1. How does this writer avoid using the word *said* too often?
2. Re-write the above passage in the form of a scene in a play. In this case begin with a list of Dramatis Personæ or Persons of the Play like this.

DRAMATIS PERSONÆ

MR. PICKWICK, founder and president of the Pickwick Club.

SAM WELLER, servant to Mr. Pickwick.

MR. WINKLE, member of the Pickwick Club.

MR. BOB SAWYER and MR. BENJAMIN ALLEN, medical students.

SCENE—On the surface of a frozen pond.

Note that the Stage Directions must give *all* the information given in the non-conversational part of the reading but in a shortened form—for example:—

[MR. BOB SAWYER *is performing a beautiful flourish when* MR. WINKLE *strikes against him and they fall with a crash.* MR. PICKWICK *runs up,* BOB SAWYER *rises but* MR. WINKLE *remains seated, trying to smile but evidently suffering great pain.*]

MR. BENJAMIN ALLEN (anxiously). Are you hurt?

Exercises in Conversation

1. Some questions require a definite "Yes" or "No" as an answer. In other cases a plain "Yes" or "No" would be somewhat abrupt and discourteous. Think out a polite answer to each of the following questions :—

   Teacher. William, have you done your home work ?

   A Friend. Did you walk to the station this morning ?

   An Acquaintance. Will you take a glass of wine ?

   Another Acquaintance. Did you like the book I left you ?

   Father. Have you read *Westward Ho ?*

   Mother. Have you seen my bodkin ?

   A Friend. Will you come to tea next Sunday?

2. Make up a conversation between yourself and your mother about an aching tooth. Adapt part of the reading exercise on page 13, beginning "Does it ache badly ?" inquired, etc. Bring in a reference to the dentist.

Dictation Sentences

1. Consider the condition of the citizen who ceases to maintain respect for constituted authority.
2. It is curious how custom creates a sensation of certainty.
3. The candidate rode in a carriage.
4. The regiment set out to rescue the miserable prisoners who had been imprisoned in an ancient fortress.
5. Your success in the examination will depend upon the quality of your written papers.
6. Our neighbour's nephew was very nervous, and you can imagine how impatient father was at his failure to make himself understood.

CHAPTER IV

Reading Exercise

THERE are quaint little incidents in the lives of our wild creatures that help toward the cumulative joys of our lives, help to endear the land to us. For example, back from Nakusp there is a hot spring in the forest that, in winter, bubbling on, retains a space of open, unbroken water about two feet broad over a natural basin three feet deep; and there every morning last winter a porcupine came waddling down out of the woods for his bath, rolled about, flapped his tail, rubbed his little hand-like forepaws together, and then went pottering off again. A man I know, camped near while taking out fence-posts, used to watch for that daily comicality. Or, for another example, literally at my own door: a month ago my wife sat on a log reading, and while she was there a little chipmunk came up to her, considered her, then sat down on her knee. Things like that have their delight. They make the day on which they occur a red-letter day, and we have many such red-letter days. FREDERICK NIVEN.

Questions and Exercises

1. What is meant by saying that this piece of prose is *pictorial?*
2. Describe the two word-pictures of the reading?
3. Read the passage very carefully once more, then close the book and try to tell someone what it contains in your own words.
4. Open the book and test your telling of the incidents. Did you omit anything really necessary?
5. Make a few short notes such as would help you to give a fuller recitation at a second attempt.
6. Which words or phrases in the reading appear to you to be unusual?

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7. What *things* are named in the reading? How many *people* are introduced?
8. What is your opinion of the personal character of the writer? Is he writing of some place in Britain? How do you know?
9. Could you make a scene in a play from the above reading? Give a reason for your answer.
10. Give a descriptive title to the paragraph.

General Questions

1. Do the following two advertisements mean the same thing?—"Young domestic servant wanted;" "Domestic servant wanted, young preferred."
2. Is the meaning of the following telegram quite clear?—"Mary married Tuesday. Please come."
3. Harry runs faster than Jack. Tom runs slower than Jack. Who is the slowest—Jack, Tom, or Harry?
4. Write down the titles of some books you have enjoyed, with a short note on what each book was about.
5. What is a library? What use can you make of it? What do you call the person who has charge of a library?
6. All wallflowers have four petals. This flower has four petals. Is it, therefore, a wallflower?
7. Write down words which rhyme with *hog, pain, mean, soil,* and *pool.*
8. Re-write the following passage, inserting the necessary raised commas:—

    And, O mother! said he, it was a beast—such a big four-footed beast that did it. Big? quoth the old Frog; how big? Was it as big—and she puffed herself out to a great degree—as big as this? Oh! said the little one, a great deal bigger than that.

Dictation Sentences

1. The accident happened in August last near

Westminster Abbey, and the injured passenger was kept at the hospital till Christmas. (Why would it be incorrect to say " the wounded passenger " ?)

2. The gardener moved his furniture from the cottage and declared that he would not inhabit such an insanitary dwelling, especially as he had a delicate daughter.
3. With the assistance of a telescope, I could descry a pigeon on the top of a weather-vane on the dome of the cathedral.
4. The British Unknown Warrior was buried in the Abbey of Westminster amid signs of national mourning.

Words which Describe Things

Insert suitable descriptive words in the places indicated by the dashes in the following sentences:—

(1) Those — flowers were gathered by Tom's — sister. (2) Two sacks of — — flour were brought to the — mill. (3) The — — — man seemed to be utterly exhausted. (4) Several — — horses were sold yesterday.

2. Apply all the descriptive words or epithets you can think of to each of the following names :—cabbage, house, boy, day, night, month, hen, cake, biscuit, holiday.
3. Add a suitable name to each of the following descriptive words :—noisy, brave, stupid, round, hexagonal, clever, enormous, bold, careful, foolish, steady.
4. Distinguish between the meanings of : considerate and considerable ; prominent and permanent ; deceased and diseased ; gentle and genteel.
5. Descriptive words or epithets are known to grammarians as *Adjectives*, and names are called *Nouns*. These are convenient labels, and we shall occasionally use them in this book.

CHAPTER V

Reading Exercise—The Bundle of Arrows

Now when the Khan of Cathay had won the country of Cathay, and put in subjection many countries about, he fell sick. And when he felt that he should die, he said to his twelve sons that each of them should bring him one of his arrows, and so they did anon. *And then* he commanded that they should bind them together in three places, and then he gave them to his eldest son and bade him break them, but he might not. *And then* the Khan bade his second son break them, and so to the others, one after another, but none of them might break them. *And then* he bade the youngest son separate them from each other and break every one by itself, and so he did.

Then said the Khan to his eldest son, and to all the others, "Wherefore might you not break them?" And they answered that they might not because they were bound together. "And wherefore," quoth he, "hath your little youngest brother broke them?" "Because," quoth they, "they were separated from each other." Then said the Khan, "My sons, truly thus will it fare with you; for, as long as you are bound together in three places—that is to say, in love, truth, and good accord—no man shall have power to grieve you. But if you be divided from these three places, that one of you help not the other, you shall be destroyed and brought to nothing; and if each of you love each other, and help each other, you shall be lords and sovereigns over all other people."

SIR JOHN MANDEVILLE.

Exercises and Questions

1. Is this a piece of old writing, or from a book of to-day? Give reasons for your answer.

2. Select the words which seem to you to be old-fashioned.
3. What would you now say for "put in subjection"?
4. Note the words printed in italics. Is it a good plan to begin several sentences in the same way?
5. Re-write the story in your own words.
6. Where can you find other pieces of old writing?
7. Would this story make a good scene for a play? Give reasons for your answer.

Exercises in Expansion

1. Think of *dogs barking*. Now study the following expansions or variations of this simple idea :—

   (1) How the dogs were barking!

   (2) Loudly barked the dogs!

   (3) Why were the dogs barking?

   (4) The dogs in the kennel near the station were barking loudly.

   (5) The dogs, aroused by the noise, were barking loudly.

   (6) As the horsemen drew near to the house the dogs barked loudly.

   (7) As the evening was falling, the coachman came from the stables to find out why the dogs were barking so loudly.
2. Now expand or change the following simple ideas: the sun shining; a man speaking; a ploughboy whistling.

General Questions

1. Tom said to his sister, "Some of my flowers are buttercups." His sisters know that all buttercups are yellow, so Mary said, "All your flowers must be yellow;" Grace said, "Some of your flowers must be yellow;" and Rose said, "None of your flowers are yellow." Which girl was right?
2. Three boys are sitting in a row. Harry sits to the

left of Willie, and George sits to the left of Harry. Which boy sits in the middle ?

3. If I have more than a shilling, I shall go either by taxi or by train ; if it rains I shall go either by train or by bus. It is raining, and I find I have half a crown. How do you think I shall go ?
4. What is a post-card ? What is it used for ? Address a post-card to yourself at your home.

Dictation Sentences

1. The messenger was sent for some material for a new costume which was to be made in the latest style.
2. During the recent severe weather a shepherd was overcome by fatigue, and was compelled to solicit shelter at an isolated cottage.
3. The provision merchant has probably become prosperous by purchasing poultry when it was plentiful.
4. The men in the hospital sang two hymns, a psalm, an anthem, and a carol.

Exercises in Speaking

1. Speak the following carefully, but not very slowly :—Bring her here. What do you mean ? What do you say ? Good morning to you. I'll let you know in a day or two. It's getting late, you know. I can't do that at all. Will you please come this way. She says that I must not speak to you at all.
2. Listen carefully for a few days to the ordinary talk of people whom you meet and overhear. Count how many times you hear expressions like " you know," " you see," " and *so*—", " and —er," " and all that." Watch your own conversation carefully to find out how often you use such useless expressions yourself.

CHAPTER VI

Reading Exercise—Stourbridge Fair

It is impossible to describe all the parts and circumstances of this fair exactly: the shops are placed in rows like streets, whereof one is called Cheapside, and here, as in several other streets, are all sorts of traders, who sell by retail, and who come principally from London with their goods. Scarce any trades are omitted—goldsmiths, toyshops, braziers, turners, milliners, haberdashers, hatters, mercers, drapers, pewterers, china-warehouses, and, in a word, all trades that can be named in London; with coffee-houses, taverns, brandy-shops, and eating-houses innumerable, and all in tents and booths, as above.

One great street reaches from the road which goes from Cambridge to Newmarket, turning short out of it to the right towards the river, and holds in a line near half a mile quite down to the riverside; in another street parallel with the road are like rows of booths, but larger, and more intermingled with wholesale dealers; and one side, passing out of this last street to the left hand, is a formal great square, formed by the largest booths, built in that form, which they call the Duddery. Whence the name is derived, and what its signification is, I could never yet learn, though I made all possible search into it. The area of this square is about 80 to 100 yards, where the dealers have room before every booth to take down, and open their packs, and to bring in wagons to load and unload.

This place is separated and peculiar to the wholesale dealers in the woollen manufacture. Here the booths or tents are of a vast extent, and have different apartments, being as vast warehouses piled up with goods to the top. In this Duddery, as I have been informed, there have been sold one hundred thousand

pounds worth of woollen manufactures in less than a week's time. DANIEL DEFOE.

Making Notes

1. Suppose that you wish to remember the *facts* of the reading on the opposite page. Notes might be made forming a kind of summary, as follows :—

   Tents or booths forming retail shops, in rows : one called Cheapside : all mediæval trades as in London, including places of refreshment.

   One street half-mile long from Cambridge–Newmarket road to river Stour : another parallel to road, larger booths, including wholesalers to left a square of 80 to 100 yards made of largest booths of several apartments, named the Duddery origin of name unknown : selling place for woollen manufacturers : sometimes £100,000 turnover in a week.
2. Count number of words in the reading ; then the number in the notes or summary.
3. Try to make a plan of the fair from the information supplied. Is Defoe's description perfect for this purpose ?
4. Note that in taking notes it is well to look ahead and not merely shorten the sentences. Thus, at the beginning of the above, the epithet retail is taken from the fifth line on page 22.
5. What is the length of the side of the Duddery, if Defoe is speaking of *square* yards ?
6. What slang word for clothes is connected with the name Duddery ?
7. Which of the trades named on page 22 are not met with to-day ? Which of the trades mentioned are now combined ?
8. The sentences in your notes need not be complete so long as the words you set down are sufficient to recall the facts. Arrange in paragraphs divided into portions by the colon (:).

Exercise—The Arrest of the Five Members

Make notes on the following :—

King Charles resolved to go to the House in person, with an armed force, and there to seize the leaders of the Opposition while engaged in the discharge of their Parliamentary duties. . .

Lady Carlisle conveyed intelligence of the design to Pym. The five members had time to withdraw before the arrival of Charles. They left the House as he was entering New Palace Yard. He was accompanied by about two hundred halberdiers of his guard, and by many gentlemen of the Court armed with swords. He walked up Westminster Hall. At the southern door of that vast building his attendants divided to the right and left, and formed a lane to the door of the House of Commons. He knocked, entered, darted a look towards the place which Pym usually occupied, and, seeing it empty, walked up to the table.

The Speaker fell on his knee. The members rose and uncovered their heads in profound silence, and the King took his seat in the chair. He looked round the House, but the five members were nowhere to be seen. He interrogated the Speaker. The Speaker answered that he was merely the organ of the House, and had neither eyes to see, nor tongue to speak, but according to their direction. The baffled tyrant muttered a few feeble sentences about his respect for the laws of the realm and the privileges of Parliament, and retired. As he passed along the benches several resolute voices called out audibly, " Privilege ! " He returned to Whitehall with his company of bravoes, who, while he was in the House, had been impatiently waiting in the lobby for the word, cocking their pistols, and crying " Fall on ! " That night he put forth a proclamation directing that the posts should be stopped, and that no person should, at his peril, venture to harbour the accused members. LORD MACAULAY.

CHAPTER VII

Further Paragraphs for Note Making

1. The Phœnix

In Egypt is the city of Heliopolis—that is to say, the city of the Sun—in which there is a temple, made round after the shape of the temple of Jerusalem. The priests of that temple have all their writings dated by the bird called Phœnix, of which there is but one in the world. It comes to burn itself on the altar of the temple at the end of five hundred years, for so long it lives; and then the priests array their altar and put thereon spices, and sulphur, and many other things that will burn quickly, and the Phœnix comes and burns itself to ashes. The next day they find in the ashes a worm, and the second day after they find a bird, alive and perfect, and the third day it flies away. This bird is often seen flying in those countries; it is somewhat larger than an eagle, and has a crest of feathers on its head greater than that of a peacock; its neck is yellow, its beak blue, and its wings of a purple colour, and the tail is yellow and red. It is a very handsome bird to look at against the sun, for it shines very gloriously and nobly.

Sir John Mandeville.

2. The Peacock's Train

Happening to make a visit to my neighbour's peacocks, I could not help observing that the trains of those magnificent birds appear by no means to be their tails—those long feathers growing all up their backs. A range of short stiff brown feathers, about six inches long, is the real tail, and serves as the fulcrum to prop the train, which is long and top-heavy when set on end. When the train is up nothing

appears of the bird before but its head and neck. By a strong muscular vibration these birds can make the shafts of their long feathers clatter like the swords of a sword-dancer; they then trample very quick with their feet and run backwards.

GILBERT WHITE.

3. QUENTIN DURWARD

The age of the young traveller might be about nineteen, or betwixt that and twenty, and his face and person, which were very prepossessing, did not, however, belong to the country in which he was a sojourner. His short grey cloak and hose were rather of Flemish than of French fashion, while the smart blue bonnet with a single sprig of holly and an eagle's feather was already recognized as the Scottish head-gear. His dress was very neat, and arranged with the precision of a youth conscious of possessing a fine person. He had at his back a satchel, which seemed to contain a few necessaries, a hawking gauntlet on his left hand, though he carried no bird, and in his right a stout hunter's pole. Over his left shoulder hung an embroidered scarf, which sustained a small pouch of scarlet velvet such as was then used by fowlers of distinction to carry their hawks' food and other matters belonging to that much-admired sport. This was crossed by another shoulder-belt, to which was hung a hunting-knife, or *couteau de chasse.* Instead of the boots of the period he wore buskins of half-dressed deer's skin.

SIR WALTER SCOTT.

4. POISON GAS

At 3.30 there came a second gas attack. The gas, pumped from cylinders, rose in a cloud which at its greatest was seven feet high. It was thickest close to the ground, and filled every cranny of the trenches. Instinct taught some of the men what to do. A wet

handkerchief wrapped round the mouth gave a little relief, and it was obviously fatal to run back, for in that case a man followed the gas zone. Its effect was to produce acute bronchitis. Those smitten by it suffered horribly, gasping and struggling for breath, and in many cases becoming temporarily blind. Even 1,000 yards from the place of emission troops were afflicted with violent sickness and giddiness. Beyond that distance it dissipated itself, and only the blanched herbage marked its track. JOHN BUCHAN.

5. CAPTAIN COOK'S DESCRIPTION OF THE SOUTHERN ICE

On the 30th (*January* 1774) at four o'clock in the morning, we perceived the clouds, over the horizon to the south, to be of an unusual snow-white brightness, which we knew announced our approach to field ice. Soon after it was seen from the topmasthead, and at eight o'clock we were close to its edge. It extended east and west far beyond the reach of our sight. In the situation we were in, just the southern half of our horizon was illuminated by the rays of light reflected from the ice to a considerable height. Ninety-seven ice hills were distinctly seen within the field, besides those on the outside—many of them very large, and looking like a ridge of mountains rising one above another till they were lost in the clouds. The outer or northern edge of this immense field was composed of loose or broken ice close packed together, so that it was not possible for anything to enter it. This was about a mile broad, within which was solid ice in one continued compact body. It was rather low and flat (except the hills), but seemed to increase in height as you traced it to the south, in which direction it extended beyond our sight. Such mountains of ice as these, I think, were never seen in the Greenland seas, at least not that I ever heard or read of.

Journals of Captain Cook.

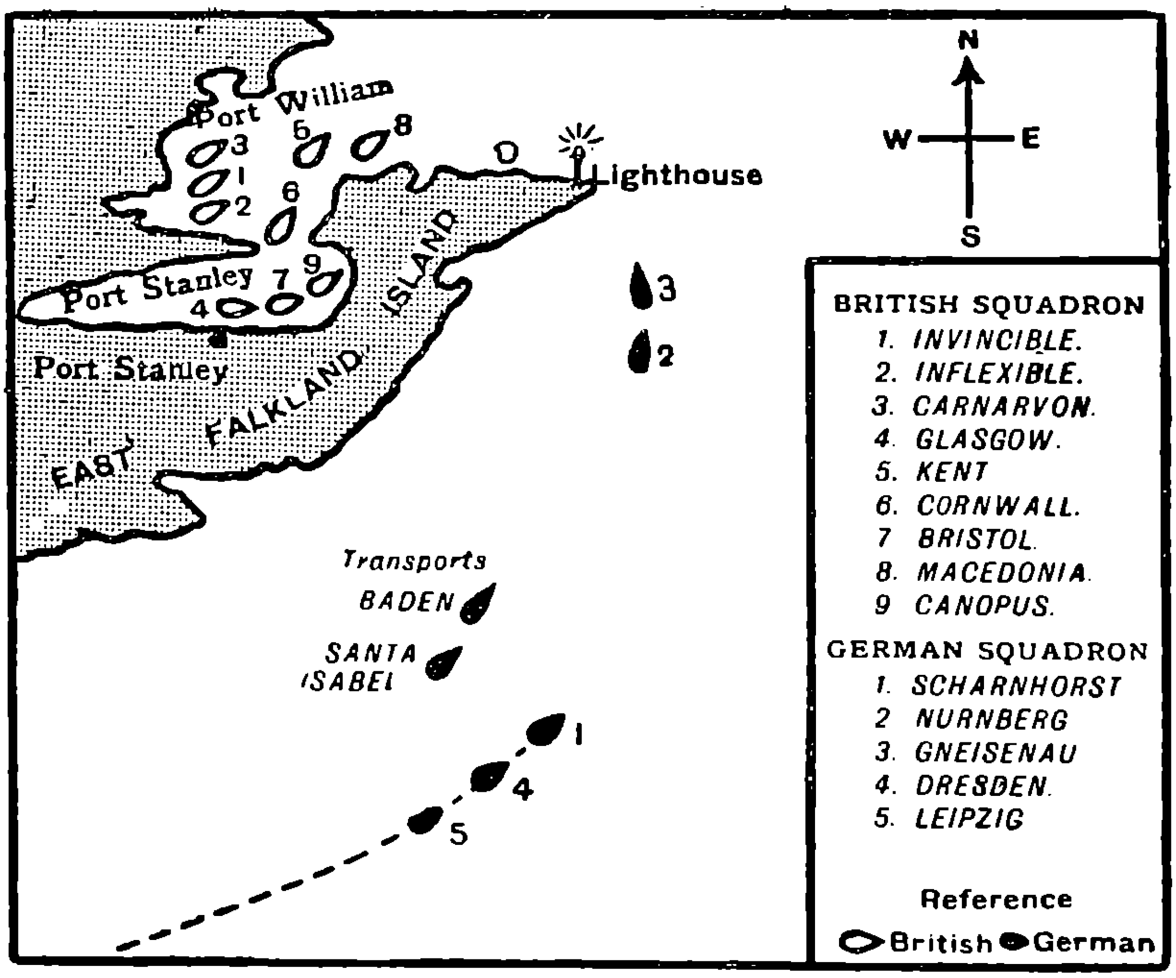
CHAPTER VIII

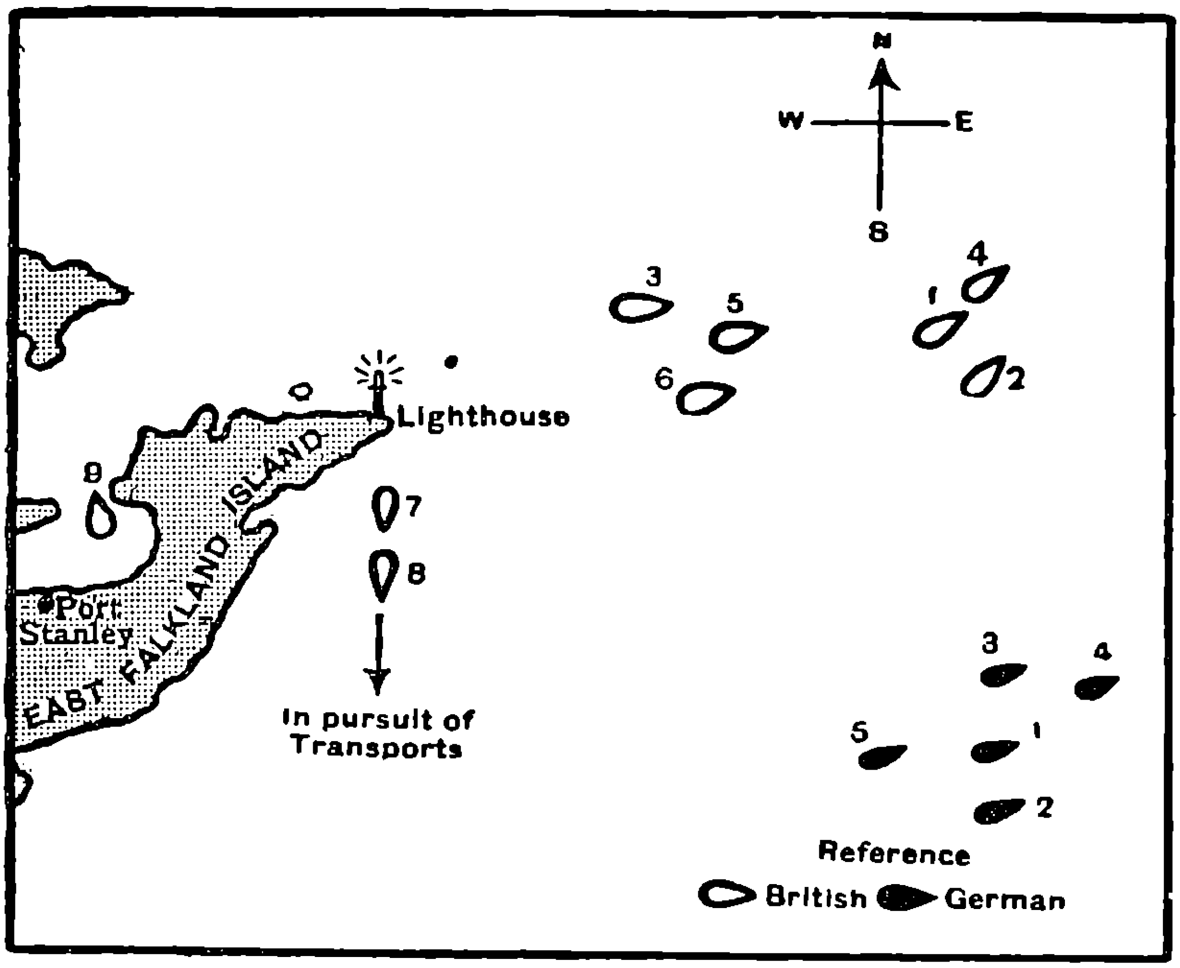
Map Study

THE three maps here printed show (1) the First Phase (8 a.m.) of the Battle of the Falkland Islands, fought on December 8, 1914; (2) the Second Phase (11 a.m.) of the same sea fight; (3) the Last Phase.

Construct as much of the story of the battle as can be gleaned or inferred from the contents of these three maps.

Begin by making notes on the position of Port Stanley, the lighthouse, and Port William, as well as the number and names of the British and German ships. Note that the name Port Stanley is given to (1) a harbour, and (2) a town.

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Lighthouse
8
Port Stanley
EAST FALKLAND ISLAND
7
8
In pursuit of Transports
3
4
5
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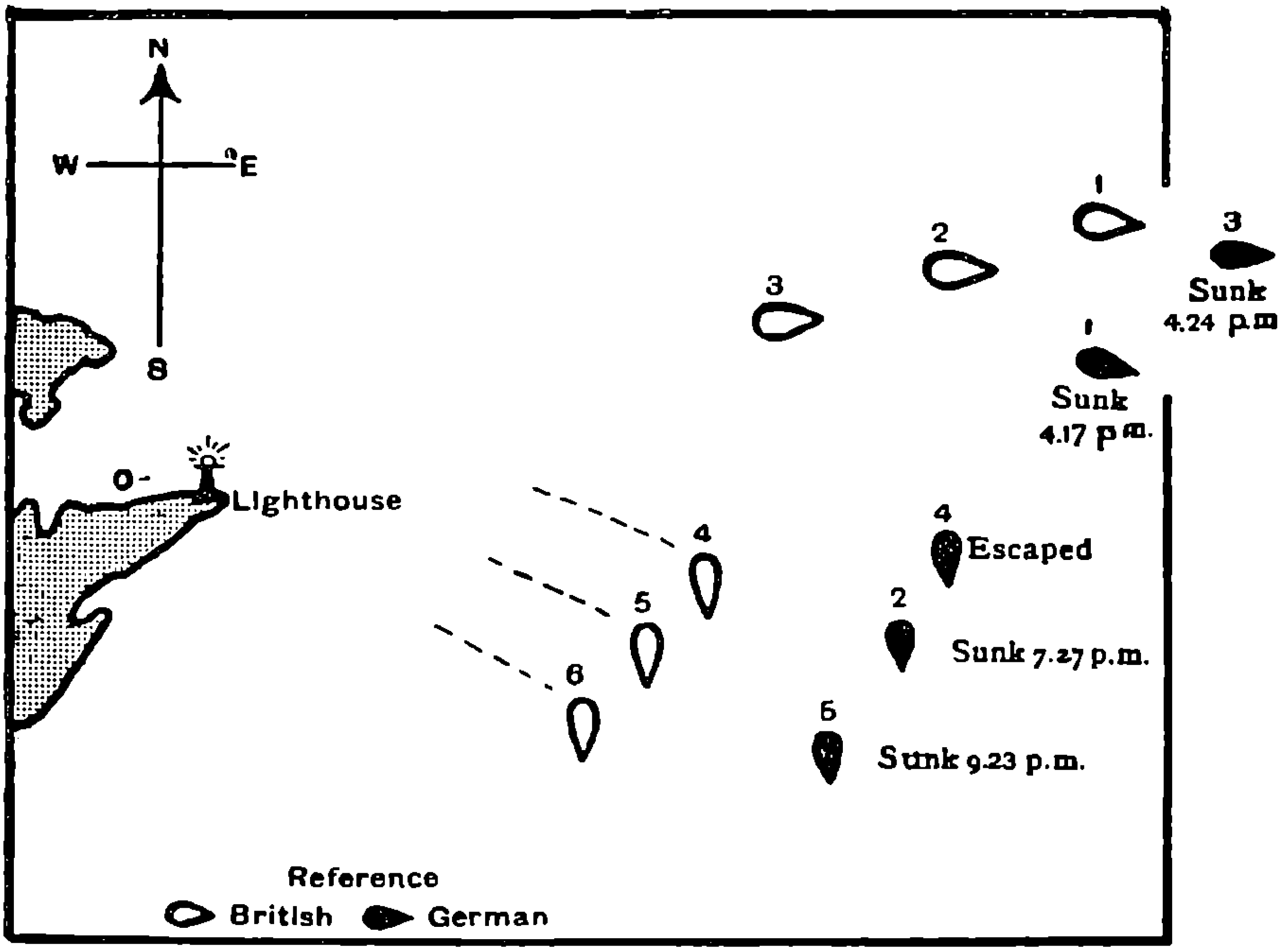
2
Reference
British
German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Sunk 4.24 p.m
1
Sunk 4.17 p.m.
4
5
6
4
Escaped
2
Sunk 7.27 p.m.
6
Sunk 9.23 p.m.
Reference
British
German

General Questions

1. What is wrong with the following address ?—

john smith, esq.
fifteen high street,
lincoln.

2. Are the following addresses sufficient for postal purposes ?—

John Brown, Esq., 75 Brook Avenue.	Miss Jane Hooley, London, S.E.17.
Mr. James Robinson, Oxford.	Prof. Marcus Dodd, Oxford.

3. Write a post-card to Mr. John Dory, the fishmonger, ordering two pounds of salmon to be sent to your home address before twelve o'clock on a certain morning.
4. What is your thought about each of the following sentences ?—
   (*a*) After a hurried lunch the full committee began to discuss the situation.
   (*b*) At Paignton, in Devon, a gigantic plum-pudding is made and distributed to the poor, which, in 1897, weighed 250 lb.
5. Distinguish between *work, labour, toil,* and *drudgery.*
6. A corked bottle contains water. How can you pour out the water without removing the cork or breaking the bottle ?
7. An angry man said, " If a man made *my* wife a widow, I'd do the same to him." Do you think that any man could do this ?
8. What was a boy thinking (hazily) about when he wrote : " Penal Code is what a doctor gets paid for his patients " ?

MADRAS-14

CHAPTER IX

Reading Exercise—Words

WHEN you come to a good book you must ask yourself, "Am I inclined to work as an Australian miner would? Are my pickaxes and shovels in good order, and am I in good trim myself, my sleeves well up to the elbow, and my breath good, and my temper?" And, keeping the figure a little longer, even at cost of tiresomeness, for it is a thoroughly useful one, the metal you are in search of being the author's mind or meaning, his words are as the rock which you have to crush and smelt in order to get at it. And your pickaxes are your own care, wit, and learning; your smelting furnace is your own thoughtful soul. Do not hope to get at any good author's meaning without those tools and that fire; often you will need sharpest, finest chiselling and patientest fusing before you can gather one grain of the metal.

And therefore, first of all, I tell you earnestly and authoritatively (I *know* I am right in this) **you must get into the habit of looking intensely at words, and assuring yourself of their meaning,** syllable by syllable, nay, letter by letter. JOHN RUSKIN.

Exercises and Questions

1. Can you think of a reason for printing certain words in the above reading in heavier type? Memorize these words.
2. We may do it very quickly, but we certainly must examine words "letter by letter," as Ruskin says, otherwise we might confuse *source* with *sauce, course* with *cause, great* with *grate, heir* with *hair,* and other words somewhat similar in appearance. Give further examples.

3. Every word has its own meaning and duty, but some words seem to have fuller and clearer meaning than others, and have more important duties to perform. Test this in connection with parts of the above reading.
4. Which words in the above reading stand for the person speaking ?
5. Select a few words from the reading which have a definite meaning when they stand alone, and a few which have little or no meaning.
6. The word " miner," taken by itself, has a definite meaning. What happens to this meaning when the epithet " Australian " is placed before " miner " ? Apply this thought to " one grain."
7. Which do you consider the least attractive word in the reading ?
8. What is the difference between " *the* tools " and " *those* tools " ?

Dictation Sentences

1. At the bargain counter the housewife purchased biscuits, blouses, bloaters, Christmas fare, domestic utensils, knitting wools, and a paraffin lantern.
2. She made salmon and cucumber sandwiches for the social meeting.
3. The obedient girl sat in the nursery and read a novel in which the beautiful heroine was heiress to an immense fortune.
4. He dismissed from his mind all possibility of escape from the threatening disaster.
5. The lightning flashed vividly, and the thunder made conversation absolutely impossible.
6. I don't believe in ghosts or giants, and feel somewhat doubtful about fairies.

Conversation Exercises

1. Use each of the following sentences as the beginning of a short story, to be carried on by one pupil after another, each speaking a single sentence :—

   (1) It was a fine morning when Tom set out for a walk.

   (2) A number of people had gathered at the end of the pier.

   (3) Two old men met in a country lane not far from a market town.

2. Stand up and speak for two minutes on any one of the following matters :—

   (1) It is the early bird that catches the worm.
   (2) A stitch in time saves nine.
   (3) Waste not, want not.
   (4) He who riseth late must trot all day, and will scarce overtake his business by night.
   (5) It is better to be a king than a subject.

General Questions

1. Two men agree to use a secret code for telegraphing to each other. The following shows one of their code messages and its meaning :—

   bnld mnv
   come now

   If, in this code, *b* is *c*, *n* is *o*, and so on, what is *k* ? Write in the same code the message " Delay is dangerous."

2. Tom was born on February 29, 1904. What was the date of his next birthday ?
3. Do you ever read a newspaper ? If you do, say which part of the paper interests you most, and why ?
4. Write a line which rhymes with

   The sun has sunk behind the hill.

CHAPTER X

Reading Exercise—Tin Soldiers

THERE were once five-and-twenty tin soldiers, all brothers, for they were the offspring of the same old tin spoon. Each man shouldered his gun, kept his eyes well to the front, and wore the smartest red and blue uniform imaginable. The first thing they heard in their new world, when the lid was taken off the box, was a little boy clapping his hands and crying, "Soldiers! Soldiers!" It was his birthday, and they had just been given to him; so he lost no time in setting them up on the table. HANS ANDERSEN.

Australian Miner Exercise

1. Are your pickaxes and shovels in good order, and are you in good trim yourself—your sleeves well up to the elbow, is your breath good, and your temper?
2. Go carefully over the above reading and mark the words which, standing entirely by themselves, have most meaning, such as *soldiers, shouldered, uniform, heard,* etc. You will find that these words tell us of **things** and **doings.** We might call them **Real Words.**
3. Other words with less or no meaning seem to be the servants of the real words, waiting upon them just as *five-and-twenty* waits upon *soldiers,* or helping them to join up and make complete sense. We might call them **Linking Words** or **Serving Words**; or if you can think of a better name for them you are at liberty to use it. The great thing for you to grasp is the fact that if "all men were born free and equal" all words were not.

4. Which words in the above reading do you consider to have least meaning ?

When shall we Laugh ?

1 A good lady's wig may cost as much as £30." Read this aloud in two ways, so as to make the meaning different in each case.

2. Correct the following :—

(*a*) The highest mountain in Switzerland is Blanc Mange.

(*b*) Socrates died of a dose of wedlock.

(*c*) Alias was a great prophet.

(*d*) Direct Taxation you must pay at once ; Indirect Taxation you needn't.

(*e*) BUTCHER'S good man to drive Ford and do country round ; and kill (not essential).

(*f*) Justifiable Homicide is when a woman kills her husband.

(*g*) I wish to give notice for Mary to expire at Christmas.

(*h*) The *Lowestoft* brought home from Sierra Leone a large number of mail bags from vessels on the Afghan coast.

(*i*) Isn't it jolly when you are home for the holidays and there are all sorts of concaves up in the bedrooms.

Conversation Exercises

1. Frame questions beginning with the following words :—(1) What is the use . . (2) How does it happen . . . (3) Why do cats . (4) Why did you ask . . .

2. Read the following, stressing the word printed in italics :—

(*a*) I have *never* seen your red cow.

(*b*) *I* have never seen your red cow.

(*c*) I have never *seen* your red cow.

(*d*) I have never seen *your* red cow.
(*e*) I have never seen your *red* cow.
(*f*) I have never seen your red *cow*.

3. After each of the above sentences add the word *but*, and go on to say something more—for example,—

   I have *never* seen your red cow, but you seem to think I have.

4. Dramatize, and then read with two companions, the following conversation :—

   " And how many hours a day do you do lessons ? " said Alice.

   " Ten hours the first day," said the Mock Turtle ; " nine the next, and so on."

   " What a curious plan ! " exclaimed Alice.

   " That's the reason they're called lessons," the Gryphon remarked, " because they lessen from day to day."

   This was quite a new idea to Alice, and she thought it over a little before she made her next remark. " Then the eleventh day must have been a holiday."

   " Of course it was," said the Mock Turtle.

   And how did you manage on the twelfth ? " Alice went on eagerly.

   " That's enough about lessons," the Gryphon interrupted in a very decided tone ; " tell her something about the games now."

   LEWIS CARROLL.

5. Frame other questions and answers on the above models—for example, " And how many days in a week do you go to school ? " asked the gardener. " Two days the first week," I said ; *and so on.*

CHAPTER XI

Reading Exercise—Cook's Landing

THE voyagers having formed a design of landing, the boats were manned ; and they had no sooner come near the shore than two men advanced, as if to dispute their setting foot on land. Captain Cook threw them beads, nails, and other trifles, which they took up and seemed to be delighted with. He then made signs that he wanted water, and used every possible means to convince them that no injury was intended. They now made signs to the boat's crew to land, on which they put the boat in ; but they had no sooner done so, than the two Indians came again to oppose them. A musket was now fired between them, on the report of which one of them dropped a bundle of lances, which he instantly snatched up again. One of them threw a stone at the boat, on which Captain Cook ordered a musket, loaded with small shot, to be fired, which wounded the eldest of them on the legs ; he retired with speed. The people in the boats now landed, imagining that the wounds which this man had received would put an end to the contest. In this, however, they were mistaken, for he immediately returned with a kind of shield, and advancing with great intrepidity, they both discharged their lances at the boat's crew, but did not wound any of them. Another musket was now fired at them, on which they threw another lance, and then took to their heels. The crew now went up to the huts, in one of which they found the children, who had secreted themselves behind some bark. Here they left some pieces of cloth, ribbons, beads, and other things ; and taking several of the lances, re-embarked in the boat.

Journals of Captain Cook.

Exercises and Questions

1. Make such notes on the above passage as would help you to tell the story to some one in your own words.
2. Select seven "real" words and seven "linking" words from any part of the story.
3. Is Cook's meaning always perfectly clear? If you think not, point out the place or places where you think the meaning could be made clearer.
4. Make a sketch or plan to illustrate the story of the landing.
5. Would the story make (1) a play; (2) a film?
6. Why does Cook call these black Australasians "Indians"?

Exercises in Speaking

1. How would you ask permission (1) to take a cake from a plate; (2) to go home; (3) to take a half-holiday?
2. Make up questions to which the following sentences might be the answers:—(1) I think you will be successful if you work very hard. (2) I met two men and a boy. (3) It is my pencil. (4) The moon.
3. Read the following stories, and then re-tell them from memory:—

   (*a*) The boarders were seated at the Christmas dinner. "Ah!" sighed one in a sentimental tone, "if we could only have one of those turkeys which we used to raise on the farm when I was a boy!" "Cheer up!" said his neighbour in a whisper. "Perhaps this is one of them. You never can tell."

   (*b*) Two men were walking round a picture gallery. "I do not admire small pictures," said one. "You are an art critic?" asked the other. "Not I," was the reply. "I am a picture framer."

4. Dramatize each of these short stories, and then act each of them with a companion.

Dictation Sentences

1. I must hasten to accept the invitation to the social meeting.
2. Instruct the pupil to inquire whether the fever has abated.
3. He was compelled to commit a crime in order to preserve his own existence.
4. His advice was very valuable, and was solicited by many who found themselves in trouble or difficulty.
5. The presents were given away in the presence of the princess.
6. People of the modern world think themselves much wiser than the ancients.
7. Advise the physician to keep his advice to himself.
8. That peculiar sensation in your arm is a serious symptom of disease.

General Questions

1. In how many ways may a short message be sent or carried from one person to another ? Must a message be always either spoken or written ?
2. Place the following words and phrases in their proper positions on a sheet of notepaper :—

   113 Oxton Road, Liverpool. My dear Father. Your loving daughter, Edith.

   " Osborne," Highbury Road, Sheffield. Dear Jack. Your affectionate friend, Harry.
3. Who was the father of Lord Ullin's daughter ?
4. Comment on the following story :—

   An artist kept a cat and a kitten in a barn. One day a friend called and noticed two holes, one large and the other small, in the lower part of the barn door. He asked the use of them. " Oh," said the artist, " the large hole is for the cat and the small one for the kitten."

CHAPTER XII

Picture Study

1. Find out from a dictionary the meaning of the word *illustration* as applied to books.
2. A book illustration is a picture. Is a picture always an illustration ?
3. Look at some pictures at school or home, and find out how far each one tells its own story.
4. The picture on page 41 was drawn as an illustration to a poem. Examine the picture carefully and then write a paragraph describing what you have seen in it.
5. Do the people in the picture belong to the present time ? How can you tell ?
6. Now try to write a short story for which this picture would serve as an illustration. Give each person a name as well as the castle and country.
7. Write beneath the picture the sentence from your story which suits it. This is called the inscription to the illustration.
8. Write a scene as for a play which would go with this picture.

General Exercises

1. What are raised commas or quotation marks, and when are they used ? Put raised commas into the following passage :—

   What were you doing during the summer ? asked the Ant. Oh, said the Grasshopper, I was not idle ; I kept singing all the summer long. The Ant laughed as he shut up his storeroom. Since you could sing all the summer, he said, you may dance all the winter.
2. What is the difference between a request and a command ; a site and a sight ; a couch and a

sofa ; a night and a knight ; a pot and a pan ; a bough and a branch ; a boy and a youth ?

3. Complete the following telephone conversation :—

A. Good morning. How are you ?

B. — — —

A. Can you come out to see me this afternoon ?

B. — — —

A. Oh ! I'm so sorry. Hope you'll soon be better. When do you think you could come ?

B. — — —

A. That will do very well. Thursday at eleven. I'll make a note of it. Good-bye.

B. — — —

4. What is the chief difference between poetry and prose ?

Dictation Sentences

1. We will accompany the constable on his round, and make a complete circuit of the castle.
2. The surgeon's advice was altogether agreeable to the patient.
3. The appearance of the doctor immediately lessened the mother's anxiety.
4. By careful attention to his appearance he increased his chance of promotion.
5. The police-court missionary gave the defendant a very good character.
6. The picture showed a brown-faced girl with an earthenware pitcher on her shoulder.
7. Mary was presented with a brooch, a necklet, a bracelet, and a pendant.
8. Coffee, tea, and cocoa are the chief beverages used in this country.
9. We have a piano, a pianola, a gramophone, and two melodeons.
10. The sergeant sent for the corporal and asked for his evidence on oath.

CHAPTER XIII

Reading Exercise—Question and Answer

WHAT sort of people live about here ? asked Alice.

In *that* direction the Cheshire Cat said, waving its right paw round, lives a Hatter ; and in that direction, waving the other paw, lives a March Hare. Visit either you like ; they're both mad.

But I don't want to go among mad people, Alice remarked.

Oh, you can't help that, said the Cat ; we're all mad here. I'm mad. You're mad.

How do you know I'm mad ? said Alice.

You must be, said the Cat, or you wouldn't have come here.

Alice didn't think that proved it at all ; however, she went on, And how do you know that you're mad ?

To begin with, said the Cat, a dog's not mad. You grant that ?

I suppose so, said Alice.

Well, then, the Cat went on, you see a dog growls when it's angry and wags its tail when it's pleased. Now *I* growl when I'm pleased and wag my tail when I'm angry. Therefore I'm mad.

I call it purring, not growling, said Alice.

Call it what you like, said the Cat. Do you play croquet with the Queen to-day ?

I should like it very much, said Alice, but I haven't been invited yet.

You'll see me there, said the Cat, and vanished.

LEWIS CARROLL, *Alice in Wonderland.*

Questions and Exercises

1. Write out the above conversation, inserting the necessary quotation marks.
2. Dramatize the conversation, and read or act it with a companion.

3. Study carefully the form of each question in the above conversation, and make a question of your own composition on the model of each. For example, What sort of games do you like ?
4. Select six real words and six of the linking words which have least meaning when standing entirely by themselves.

General Exercises

1. Write down words which rhyme with the following :—*home, other, room, shot, quick, stitch, chair, couch.*
2. Write a line of rhyming verse to each of the following lines :—
   (*a*) A boy stood on the bridge at night.
   (*b*) Solemnly tolled the passing bell.
   (*c*) I like vanilla ice.
   (*d*) There was a young maiden of Kent.
   (*e*) Down beside the summer sea.
3. Re-write the following in verse form—
   (*a*) Of the beauty of kindness I speak, of a smile, of a charm on the face it is pleasure to meet, that gives no alarm.
   (*b*) This is the chapel: here, my son, your father thought the thoughts of youth, and heard the words that, one by one, the touch of life has turned to truth.
   (*c*) My good blade carves the casques of men; my tough lance thrusteth sure. My strength is as the strength of ten, because my heart is pure.

Writing Telegrams

1. A telegram must be clear and unmistakable in meaning, but it must also be expressed in the fewest possible words. Why ?
2. The name and address of the person to whom it is sent must be shortened as much as possible. As a rule, surnames are sufficient. When should the Christian name be added ?

3. Why do some business firms have "telegraphic addresses"? What kind of arrangement do you think they make with the Post Office?
4. Shorten the following sentences for telegraphic purposes—

   (*a*) I arrived safely at 4.30 p.m. after a pleasant journey. Uncle is very much better to-night.

   (*b*) Please send by goods train three oil stoves "No. 5 Main."

   (*c*) John has had a serious relapse. Come at once and help me to nurse him, as I am not well myself.

   (*d*) I cannot meet you at 4 o'clock. Will to-morrow at the same hour be convenient to you?

Memory Tests

1. Recall, in order, the events of last Sunday.
2. What are the dates of the beginning and end of the Great War? At what hour, day, and month did the fighting cease?
3. It is a wise plan to store the memory only with *what is worth remembering.* Among these things are wishes or requests of our friends, relatives, and teachers. Recall as many of these wishes or requests as you can.
4. Write down three facts which you learnt in your last lesson in geography.

Dictation Sentences

1. On some occasions absence of body is preferable to presence of mind.
2. The barrel was rolled over the precipice and immediately disappeared from view.
3. Wireless telephony is now one of the commonplaces of modern life.

CHAPTER XIV

Reading Exercise—Crusoe's Island

THE island of Juan Fernandez lies in the latitude of 33° 40′ S., and is a hundred and ten leagues distant from the continent of Chili. It is said to have received its name from a Spaniard, who formerly procured a grant of it, and resided there for some time with a view of settling on it, but afterwards abandoned it. The island itself is of an irregular figure. Its greatest extent is between four and five leagues, and its greatest breadth somewhat short of two leagues. The only safe anchoring at this island is at the north side, where are the three bays mentioned above, but the middlemost, known by the name of Cumberland Bay, is the widest and deepest, and in all respects much the best; for the other two, denominated the East and West Bays, are scarcely more than good landing-places, where boats may conveniently put their casks on shore. Cumberland Bay is well secured to the southward, and is only exposed from the N. by W. to the E. by S.; and as the northerly winds seldom blow in that climate, and never with any violence, the danger from that quarter is not worth attending to. *Anson's Voyages.*

Questions and Exercises

1. Is the above a piece of modern writing, or was it written some time ago? Give reasons for your answer.
2. Make very short notes on the passage, accompanied by a rough sketch-map. See that no unnecessary word is used in your notes, but remember that you may have to read them some time hence, when you have forgotten the greater part of the above reading, the substance of which is now fresh in your mind.

3. Count the number of sentences in the above reading. Which sentence is longest ? How do you know when a sentence begins and ends ?
4. Why do we use this sign (?) ?
5. What is the duty of a comma ?
6. Select six real words from the passage on page 46.
7. Consider carefully the meaning of the word *continent* as used in the reading.
8. Apply the Australian miner method to all the words ending in *-ly* in the reading.

Exercises in Speaking

1. Give polite answers, long or short as you choose, to each of the following questions :—

   (1) Did you see the hawker come to the front door ? (2) Did you break that vase ? (3) If some one gave you ten shillings what would you do with it ? (4) What kind of dinner do you like in winter ? (5) Will you take tea, coffee, or cocoa ? (6) What is the difference between a psalm and a salmon ? (7) How are you to-day ? (8) Where do you live ? (9) What is your favourite recreation ? (10) Which do you prefer—apples or oranges ?
2. The following sentence is the beginning of a story which is to be continued by several people in turn, each speaker composing one sentence only—

   One day in July we had a picnic in the Fairy Wood.

   For example, the second speaker says, " The sun was shining brightly, and the birds were singing merrily." The third goes on, " We were heavily laden with baskets of provisions," and so on.
3. What would you say if (1) you were chosen to make a present to a fellow-pupil who is leaving

your school; (2) you were sent to another classroom to borrow a duster or a book from a master or mistress?

When shall we Laugh?

1. Correct the following:—

(*a*) Woman of Six Reigns.—*Headline in daily paper.*

(*b*) A furnished bedroom, with every convenience, phone; bus passes door, also breakfast.—*Daily paper.*

(*c*) When Henry VIII. married Catherine of Aragon, he had obtained a compensation from the Pope.

(*d*) The happy pair then left for Scotland. The parents were numerous and costly.

(*e*) At times there are violent eruptions on the sun's surface, which hurl the luminous material to enormous heights; and two of these, of exceptional magnitude, have been caught by Mr. Pettit.

Dictation Sentences

1. The patient showed great patience during the operation.
2. The cook ordered allspice, cayenne pepper, mustard, vinegar, cinnamon, and aniseed.
3. It takes a surgeon of distinction to distinguish exactly one disease from another.
4. The rogue held up the carriage by presenting a pistol at the head of the coachman.
5. Blow across the surface of the scalding milk in the saucer.
6. We should honour old age and humour its weaknesses.
7. The word heir rhymes with spare.
8. An isthmus joins a peninsula to a continent.

CHAPTER XV

Reading Exercise—Nature Note

In the sunshine of the Riviera, even in the early days of January, roses peep over all the garden walls, and the rocks are covered with the pale blue flowers of the rosemary, which abounds here. The feathery yellow blossoms of the mimosa and the pink berries of the pepper-tree are other notes of colour in a land which is steeped in colour when the sun shines brilliantly.

Quantities of flowers are grown here for export or for the making of perfumes. Roses and carnations and stocks predominate, and their sweet scents and colours fill the air. They do not differ from those of our English gardens of a few months later spring.

It is the semi-tropical vegetation which strikes the visitor's eye—the palms, and orange and lemon and olive groves, the carob-trees with their big brown beans, the eucalyptus, the aloe, the various cactuses, the prickly pear, with its pink fruits stuck strangely on the edges of its huge round leaves.

Westminster Gazette.

Questions and Exercises

1. Can you discover any reason for the division of the above reading into three paragraphs? What is the subject of each paragraph?
2. Are there any sentences in the reading which, in your opinion, might have been expressed more clearly or pleasantly?
3. Make notes on the reading.

Australian Miner Exercise

1. Read the following :—

Towards evening he reached a wretched little hut, so wretched that it knew not on which side

to fall, and therefore remained standing. The wind blew violently, so that our poor little duckling was obliged to support himself on his tail, in order to stand against it; but it became worse and worse. He then noticed that the door had lost one of its hinges, and hung so much awry that he could creep through the crevice into the room, which he did.

HANS ANDERSEN.

2. Read the passage again, pausing *at each word* to consider its exact meaning (1) by itself, and (2) in connection with other words.

Towards—meaning near to something, but linking with *evening;* not *during* the evening, but just before it; marking the time, in a general way, but not so exactly as if the hour were named.

evening—the time between afternoon and night.

he—some male being, afterwards revealed to be a *duckling*, a term which evidently covers a *drakeling!*

reached—came up to; the word shows that he had been travelling, and that the hut could be clearly seen, otherwise *found* would probably have been used.

Go on like this until you come to the end of the reading.

Recreative Exercise

Consider, criticize, and, if necessary, correct the following:—

1. I have two sisters, Elsie and Mary; and three brothers, John, James, and myself.

2. A soldier wrote in a letter to his wife, "I am writing this letter with a revolver in one hand and a sword in the other."

3. Light comes from the sun; feathers are light, therefore feathers come from the sun.

4. A woman was charged with stealing a hat. Five witnesses swore that they had seen her take the hat away. The prisoner said she could bring a hundred witnesses who would swear that they had not seen her steal the hat.

Dictation Sentences

Pat is a knave. He knocked at the door with the knob of his stick. We read to get knowledge. Every soldier carries his own knapsack. The sailor knows how to tie a fast knot. The old woman is knitting at the door. Her daughter is kneading dough to make bread. I knew she had a clever knack of writing stories. The curfew tolled the knell of parting day. He went and told the sexton, and the sexton tolled the bell.

An Unfinished Paragraph

1. Finish, or carry on, the following paragraph:—

   There were once five-and-twenty tin soldiers, all brothers, for they were the offspring of the same old tin spoon. Each man shouldered his gun, kept his eyes well to the front, and wore the smartest red and blue uniform imaginable. The first thing they heard in their new world when the lid was taken off the box, was a little boy clapping his hands and crying, "Soldiers! Soldiers!" It was his birthday, and they had just been given to him; so he lost no time in setting them upon the table. All the soldiers . . .

2. Carry on the paragraph which begins—

   "It was Christmas Day, and the turkey

CHAPTER XVI

Dictionary Work

An old lady once said that she thought a dictionary was very interesting, but that the stories contained in it were rather short. Another said that she did not think much of the " plot " of the book. Here are a few " stories " from a dictionary :—

Fringe. Ornamental bordering of threads left loose and formed into tassels or twists ; such bordering made separately ; border or edging ; front hair cut short and allowed to hang over forehead ; to put a border or edging on anything ; to be on the border of something.

Fritter. Piece of fried batter, often containing slices of fruit such as apple ; to divide it into very small pieces ; to waste time by engaging on many small tasks.

Peck. A measure for dry goods equal to two gallons ; the vessel used for measuring this quantity ; to strike with the beak ; to eat food in a nibbling fashion.

> Note (1) that even a very simple word may have several meanings ; (2) that the maker of the dictionary is very careful to distinguish between these meanings. *The exact meaning of a word depends upon the meaning of the sentence in which it is used.*

Now study the following sentences, considering carefully the exact meaning of each word in italics :—

> The table-cloth had a brightly-coloured *fringe.* My mother bought two yards of *fringe* at the upholsterer's shop. The little cottage stood on the *fringe* of the forest. Nellie wore a deep *fringe.* You ought to *fringe* your cloak with beads.

Deal with *fritters* and *peck* in a similar manner.

Home Correspondence

1. Write a note to a builder asking him to send a man to attend to a door which will not remain shut.
2. Write a short letter to a friend asking him (or her) to take tea with you next Sunday.
3. Send a telegram to a relative saying that your mother (or some other relative living near or with you) is seriously ill.
4. Write a post-card to a bookseller asking him to send you a copy of a certain book. (He will perhaps send you an invoice by return. If he does what will you do next ?)
5. Write an advertisement to be inserted in a daily paper announcing that you have lost something and describing it. Give particulars of the supposed time and place of the loss.

Exercise in Speaking

Dramatize and then act (or read with a companion) the following conversation :—

" Who are you ? " said the Caterpillar.

This was not an encouraging opening for a conversation.

Alice replied, rather shyly, " I—I hardly know, sir, just at present—at least I know who I *was*, when I got up this morning, but I think I must have been changed several times since then."

" What do you mean by that ? " said the Caterpillar sternly. " Explain yourself ! "

" I can't explain *myself*, I'm afraid, sir," said Alice, " because I'm not myself, you see."

" I don't see," said the Caterpillar.

" I'm afraid I can't put it more clearly," Alice replied very politely, " for I can't under-

stand it myself to begin with ; and being so many different sizes in a day is very confusing."

" It isn't," said the Caterpillar.

" Well, perhaps you haven't found it so yet," said Alice, " but when you have to turn into a chrysalis—you will some day, you know—and then after that into a butterfly, I should think you'll feel it a little queer, won't you ? "

" Not a bit," said the Caterpillar.

" Well, perhaps your feelings may be different," said Alice ; " all I know is, it would feel very queer to *me.*"

" You ! " said the Caterpillar contemptuously. " Who are *you ?* "

General Questions

1. If the king is called a sovereign, what is a queen ?
2. Abraham Lincoln used to say, " Saying a sheep has five legs doesn't *make* it have five legs." What did he mean ?
3. I started from my home and walked 200 yards. I then turned to the right, at right angles, and walked 100 yards. Then I turned again to the right and walked 100 yards. How far am I now from my home ?
4. What is wrong with the following :—The typewriter sat on a chair by the fire and held out her hands to the flame " ?
5. Re-write the following as poetry :—

   Come, dear children, let us away—down and away below ! Now my brothers call from the bay, now the great winds shoreward blow, now the salt tides seaward flow ; now the wild white horses play, champ and chafe, and toss in the spray. Children, let us away ! This way, this way !

CHAPTER XVII

Reading Exercise—A Page from an Old Diary

So I unto St. James's Park, where I saw the Duke of York playing at Pelemele, the first time that ever I saw the sport.

* * * * *

Up betimes and walked to St. James's, where Mr. Coventry being in bed I walked in the Park, discoursing with the keeper of Pell Mell, who was sweeping of it ; who told me of what the earth is mixed that do floor the Mall, and that over all there is cockle-shells powdered, and spread to keep it fast ; which, however, in dry weather, turns to dust and deads the ball.

* * * * * *

Thence to the Tennis Court, and then saw the King play Tennis and others : but to see how the King's play was extolled without any cause at all, was a loathsome sight, though sometimes, indeed, he did play very well and deserved to be commended ; but such open flattery is beastly. Afterwards to St. James's Parke, and there spent an hour or two, it being a pleasant day, seeing people play at Pell Mell.

* * * * * *

This puts me in mind of what I observed in the morning, that the King, playing at Tennis, had a steeleyard carried to him, and I was told it was to weigh him after he had done playing ; and at noon Mr. Ashburnham told me it is only the King's curiosity, which he usually hath of weighing himself before and after his play, to see how much he loses in weight by playing ; this day he lost four and a half pounds.

Diary of Samuel Pepys.

Exercises and Questions

1. Investigate, in a dictionary, the meaning of the word "diary." Note that it was made up from the Latin word *dies*, which means day.
2. Are the above paragraphs from *Samuel Pepys' Diary* all about a single day? How can you tell?
3. What is your opinion of Pepys' spelling?
4. What few facts do you gather about the game of Pell Mell?
5. When would Pepys write these paragraphs?
6. Write a page of your own diary, telling what happened yesterday.
7. What do you think of this entry in a boy's diary—*Sang while I washed the Vicar of Bray.*
8. Study the epithets used by Pepys.
9. *Pepys' Diary* tells of things which happened between 1660 and 1669. To which king does he refer?

General Questions

1. Supply the missing words in the following story:—

   A — playing in the — was stung by a —. He ran — to his —, telling — that he had only — that — weed, and it had — him. "It was just your — it, my boy," — the mother, "that caused it to — you; the next — you — with a —, grasp it —, and it will do you no —."
2. Which letter of the alphabet occurs most often on this page?
3. Think out, or look up in a dictionary, two or more meanings of each of the following words, and write sentences to show that you understand these meanings:—*cast, box, rent, crown, check, comb, game, foot, mince, horse.*
4. Miss Arabella Bunce leaves her home, "The Acacias," Haslemere, Surrey, and goes to stay

with Mrs. Sillis, 5 Holly Drive, Rugby. As soon as she arrives she misses her spectacles. Send a telegram in her name to her servant, Sarah Siddons, who was left at home, asking the maid to search for and forward the glasses.

Sarah cannot find the spectacles. Send a telegram in her name to her mistress saying that she has searched house and garden without success, suggesting that a new pair be ordered from Robinson, the spectacle maker at Haslemere, and asking for instructions.

5. What do friends say when they meet and part? What is the difference between "Good-bye" and "Good-day"; between "Good-night" and "Good-evening"?
6. Do *mansion, house,* and *dwelling* mean the same thing?
7. What does the sound of the following lines suggest:—

> Haste thee, Nymph, and bring with thee
> Jest and youthful Jollity,
> Quips and cranks, and wanton wiles,
> Nods and becks and wreathèd smiles.

Dictation Sentences

1. The sentence passed upon the prisoner created a great sensation.
2. He pleaded in his defence that necessity compelled him to commit the crime.
3. The first vessel was launched on the anniversary of the founding of the shipyard.
4. The poison caused intense agony, but the man's life was saved by the use of an emetic.
5. Try to imagine the excited conversation that followed.
6. It is foolish to interfere in what does not directly concern you.

CHAPTER XVIII

Reading Exercise—The Brier-patch

DEN Brer Rabbit talk mighty 'umble.

" I don't keer w'at you do wid me, Brer Fox," sezee, " so you don't fling me in dat brier-patch. Roas' me, Brer Fox," sezee, " but don't fling me in dat brier-patch," sezee.

" Hit's so much trouble fer ter kindle a fier," sez Brer Fox, sezee, " dat I speck I'll hatter hang you," sezee.

" Hang me des ez high ez you please, Brer Fox," sez Brer Rabbit, sezee, " but do fer de Lord's sake don't fling me in dat brier-patch," sezee.

" I ain't got no string," sez Brer Fox, sezee, " en now I speck I'll hatter drown you," sezee.

" Drown me des ez deep ez you please, Brer Fox," sez Brer Rabbit, sezee, " but do don't fling me in dat brier-patch," sezee.

" Dey ain't no water nigh," sez Brer Fox, sezee, " en now I speck I'll hatter skin you," sezee.

" Skin me, Brer Fox," sez Brer Rabbit, sezee, " snatch out my eyeballs, t'ar out my years by de roots, en cut off my legs," sezee, " but do please, Brer Fox, don't fling me in dat brier-patch," sezee.

" Co'se Brer Fox wanter hurt Brer Rabbit bad ez he kin, so he cotch 'im by de behime legs en slung 'im right in de middle er de brier-patch. Dar wuz a considerbul flutter whar Brer Rabbit struck de bushes, en Brer Fox sorter hang 'roun' fer ter see w'at wuz gwineter happen. Bimeby he hear somebody call 'im, en 'way up de hill he see Brer Rabbit settin' cross-legged on a chinkapin log, koamin' de pitch outen his ha'r wid a chip. Den Brer Fox know dat he bin swop off mighty bad. Brer Rabbit wuz bleedzd fer ter fling back some er his sass, en he holler out,—

"'Bred en bawn in a brier-patch, Brer Fox—bred en bawn in a brier-patch!' en wid dat he skip out des ez lively ez a cricket in de embers."

JOEL CHANDLER HARRIS, *Uncle Remus.*

Exercises and Questions

1. In what language is the above story written?
2. Translate the story into correct modern English.
3. What is the exact meaning of "I ain't got no string"?

Speaking Exercises

1. Ask questions to which the following might be the correct replies:—

   (*a*) I do not think so. (*b*) No, certainly not. (*c*) I should love to go. (*d*) Never! (*e*) Yes, please. (*f*) No, thank you!
2. Read the following stanzas aloud, very slowly and thoughtfully, noting the full, low tones of the first, and the high, shrill tones of the second:—

The splendour falls on castle walls,
  And snowy summits old in story;
The long light shakes across the lakes,
  And the wild cataract leaps in glory.

O hark, O hear! how thin and clear,
  And thinner, clearer, farther going!
O sweet and far from cliff and scar,
  The horns of Elfland faintly blowing!

Dictation Sentences

1. The marriage took place yesterday.
2. The addition of the salt will purify the water.
3. The water is able to petrify anything immersed in it.
4. He made a very forcible speech about the uses and occasional abuses of advertisement.
5. He will not accept any money except to pay his out-of-pocket expenses.

6. The clergyman asked the verger to alter the arrangement of the hangings above the altar.
7. The ascent of the mountain was attempted with the assent of the guide.

When shall we Laugh ?

Read, and then re-tell, the following story :—

A Boston frog and a Chicago frog fell into a basin of cream. The Boston frog resigned himself to a lingering death. The Chicago frog bade him hustle. He declined to hustle. The Chicago frog hustled, and in the morning they found the Chicago frog dead and the Boston frog sitting on a pat of butter.

Is there any moral to this story ?

The Sound of Words

1. Can you think of any words whose sound pleases your ear ?
2. Some one has said that the deep *o* sound expresses deep feeling. Consider the sound of *home, love, sorrow, tenor, glory,* and *joy.*
3. Think of, or look for, other words with this deep *o* sound, and see whether they are words expressive of deep feeling.
4. The same thinker says that the *i* sound (and sometimes the *e* sound) expresses lightness of heart, fulness of life, or sudden emotion which is not lasting, as in *life, light, fright.* Test this idea also.
5. Study the vowel sounds in the lines—

   Bury me not in the senseless earth
   But in the living sea.

6. Investigate words whose sound you dislike, and examine their vowels. I dislike *foreword, scream, hustle,* and *palpitate.*

CHAPTER XIX

Grouping Words

1. Read the following very carefully :—

   There was once an emperor who was so very fond of new clothes that he spent all his money on dress. He did not trouble himself about his soldiers; nor did he care to go either to the theatre or the chase, except to display his new clothes. He had a different suit for each hour of the day.
2. Count the number of words in the above extract.
3. Select six real words and six linking words.
4. Study each of the following groups selected from the above reading :—

   (*a*) emperor, clothes, money, dress, soldiers, theatre, chase, suit, hour, day.

   (*b*) fond, new, all, the, a, different, each.

   (*c*) who, he, his, himself.

   (*d*) was, spent, did-trouble, did-care, to-display, had.

   (*e*) there, once, so, very, not.

   (*f*) of, on, about, to, for.

   (*g*) that, nor, either, or, except.
5. Try to find some reason for grouping the above words in this way. If no reason seems to you to exist, give up the search for the moment. It may help you, however, to consider the work, or duty, of each word in the paragraph.

General Exercises

1. Draw up an advertisement for the *Edgware News*, 15 Main Street, Edgware, Middlesex, announcing that you have a dog to sell and describing its points. If you do not know anything about dogs, make your advertisement refer to something else in which you are interested.

2. Continue the stories which might begin as follows :

(*a*) I was sitting by the fireside one evening, when I heard a tap on the window. I rose at once . . .

(*b*) Mary was walking down the village street with her terrier when she met a friend. They stopped . . .

(*c*) Two boys went out on the lake in a light sculling boat. It was calm and sunny when they left the boat-landing . . .

3. Write down some simple rules for keeping yourself fit in body and mind.
4. Make entries in your personal diary for yesterday.
5. Describe the best method of laying a fire (1) in a grate ; (2) in the open field or in a wood.

Exercises in Speaking

1. All the words in each of the following lists have the same vowel sound. Pronounce them carefully :

(1) drum, hum, glum, sum, crumb, some, company.

(2) bun, gun, nun, sun, one, ton, won.

(3) up, sup, cup, pup, supper.

(4) curry, hurry, flurry, furrier.

(5) bus, fuss, discuss.

2. Frame oral questions beginning as follows :—(*a*) Why does the water . . (*b*) Which school subject . . . (*c*) Whom did you meet . . . (*d*) What is the best method . (*e*) Why do mules . . . (*f*) How can you distinguish . . . (*g*) Has your brother ever . .
3. Fill in the gaps in the following conversation :

Mr. A. Good-morning, Mr. B.

Mr. B. Good-morning, Mr. A. How are you ?

Mr. A. —

Mr. B. Oh ! Not very well, I'm afraid.

Mr. A. A little cold in the head, eh ?

Mr. B. —

Mr. A. It isn't easy to keep clear of colds this damp weather.

Mr. B. —

Mr. A. Oh, she is quite well, thank you, and has just returned from a good holiday.

Mr. B. —

Mr. A. We went to North Cornwall, and had a splendid time.

Mr. B. —

Mr. A. Did you? I have never been to the English Lakes.

Mr. B. —

Mr. A. I will indeed—some day, but my people are all very fond of Cornwall.

More Telegrams

Shorten the following communications in such a way that they could be readily understood as telegrams :—

(*a*) We had a fire in our house yesterday. No one was injured, but considerable damage was done. Letter follows to-night.

(*b*) Send me fifty pounds at once to pay monthly bills. If not paid at once, the discounts will be lost.

(*c*) I have passed my final examination with honours in two subjects.

(*N.B.*—This message could be made very short for a relative who knew all about the sender's work.)

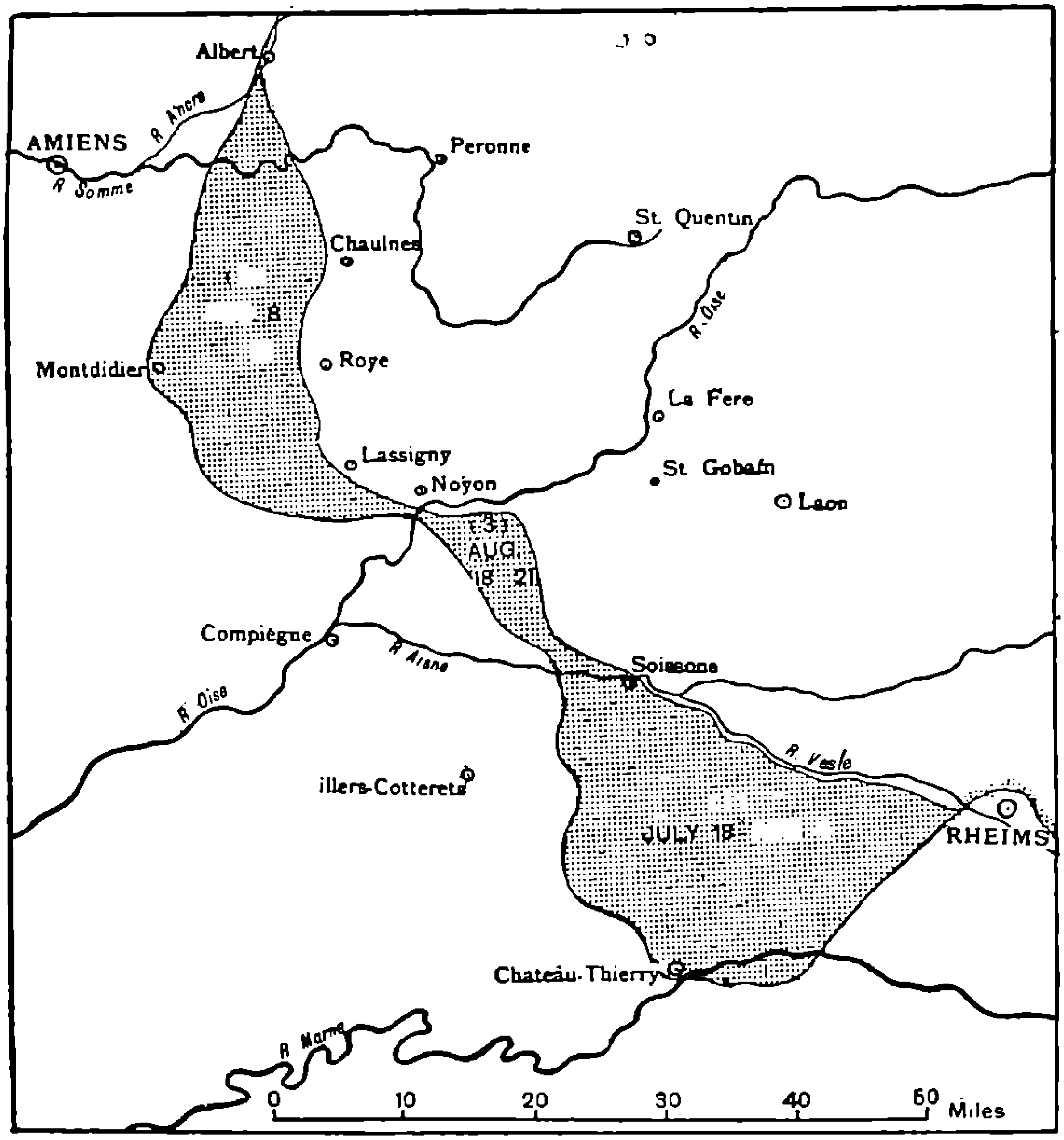
(*d*) Mary and I landed at Southampton this morning. We hope to be with you between seven and eight to-night.

Dictionary Work

Investigate the meaning or meanings of each of the following words :—larynx, diaphragm, vocal chords, palate, bronchial, inspiration, expiration.

CHAPTER XX

Map Study



1. The above map shows the ground regained and the New Front reached in the first stages of the last Allied Offensive on the Western Front in the Great War of 1914–18.
2. Describe the general situation and the nature of the advance. You might begin, "The advance took place between Albert and Rheims," etc.

Australian Miner Exercise

1. Read the following with special care :—

   In comes Harlequin, demi-masked, nimble-toed, lithe, agile ; bending himself now this way, now that ; bridling up like a pigeon ; tipping out his toe like a dancer ; then taking a fantastic skip ; then standing ready at all points, and at right angles with his omnipotent lath-sword, the emblem of the converting power of fancy and light-heartedness.

   LEIGH HUNT.

2. Read the passage again, pausing *at each word* to consider its exact meaning (1) by itself, and (2) in connection with other words. Plan your work as in Chapter XV., page 50.
3. Select six real words, six linking or serving words with little or no meaning in themselves, and six linking words with rather more meaning in themselves.
4. Select a few *phrases* from the above reading—that is, short collections of words closely linked together in meaning.
5. Try to classify some of the words in the above paragraph, as in Chapter XIX., page 61.

A Word Game

1. Teacher or leader names something—say Mermaid—and then points quickly to a number of players in turn, each of whom must name something connected in idea with the first thing named. The player must answer before the leader counts three ; if not, he is " out." When the above word was chosen the following were the answers to the leader's challenges :—(1) scales, (2) long hair, (3) comb, (4) ocean, (5) tail, (6) ocean, (7) palace ; and these words were woven into the following sentences :—

The mermaid had a tail covered with scales, and combed her long hair while she sang. She lived in a palace at the bottom of the ocean.

2. Play the game with any one of the following words :—*lion, soldier, dragon-fly, boat, bicycle, policeman.*

General Exercises

1. Consider the way in which the sound conveys the sense when each of the following words is spoken :—*buzz, crack, whip, boom, bang.*
2. Think of other words which express sense by sound.
3. Study the sound in the following :—

The busy rivulet in humble valley
Slippeth away in happiness ; it ever
Hurrieth on, a solitude around, but
Heaven above it.

4. Supply the missing words in the following story, after reading it over to gain some clues :—

A — woman kept a — that — an — — morning. The woman — to —, " If I — my hen's — of — she will — twice a day." So she tried her —, and the — became so — and sleek, that — left off — at all.

5. What is your thought about the following ?—

We must *all* try to be more thrifty and economical. The man who generally buys four suits of clothes a year must buy three ; the man who generally buys three must buy two ; and so on.

6. Learn to read the following with correct expression :—

" One who never turned his back, but marched breast forward ;
Never doubted clouds would break ;
Never dreamed, though right were worsted, wrong would triumph ;
Held, we fall to rise, are baffled to fight better,
Sleep—to wake."

CHAPTER XXI

Reading Exercise—Crusoe's Diary

May 8. Went to the wreck, and carried an iron crow to wrench up the deck, which lay now quite clear of the water or sand. I wrenched open two planks, and brought them on shore also with the tide. I left the iron crow in the wreck for next day.

May 9. Went to the wreck, and with the crow made way into the body of the wreck, and felt several casks, and loosened them with the crow, but could not break them up. I felt also the roll of English lead, and could stir it, but it was too heavy to remove.

May 10, 11, 12, 13, 14. Went every day to the wreck, and got a great deal of pieces of timber and boards, or planks, and two or three hundredweight of iron.

May 15. I carried two hatchets to try if I could not cut a piece off the roll of lead, by placing the edge of one hatchet and driving it with the other; but as it lay about a foot and a half in the water, I could not make any blow to drive the hatchet.

May 16. It had blowed hard in the night, and the wreck appeared more broken by the force of the water; but I stayed so long in the woods to get pigeons for food that the tide prevented me going to the wreck that day.

May 17. I saw some pieces of the wreck blown on shore, at a great distance, near two miles off me, but resolved to see what they were, and found it was a piece of the head, but too heavy for me to bring away.

May 24. Every day to this day I worked on the wreck, and with hard labour I loosened some things so much with the crow that the first blowing tide several casks floated out, and two of the seamen's chests; but the wind blowing from the shore, nothing came to land that day but pieces of timber, and a

hogshead which had some Brazil pork in it, but the salt water and the sand had spoiled it.

Questions and Exercises

1. What reasons had Crusoe for making a diary?
2. Examine his language, noting any peculiarities of expression, remembering that, according to the story, he was born in the year 1632.
3. Compare the style of diary writing of Pepys and Robinson Crusoe.
4. Write your own diary for the past three days.
5. Study the epithets or adjectives in the above reading.

General Exercises

1. Dramatize the following story :—

   Dr. Samuel Johnson dined one day with Goldsmith at Jack's Coffee House in Dean Street. " Sir," said Johnson, " these steaks are pretty little things, but a man must eat a great many of them before he is satisfied." " Ay, but how many of these would reach to the moon ? " asked Goldsmith. " To the moon," echoed Johnson. " That, sir, I fear, exceeds your calculation." " Not at all," said Goldsmith ; " I think I could tell." " Pray, then, let us hear." " Why," said Goldsmith slowly, edging as far as possible from Johnson, " one, if it were long enough." " Sir, I have deserved it," gasped Johnson.
2. Write a note to a friend asking him (or her) to lunch with you on a certain day, at a certain hour, at a certain place.
3. Recall a good story with which you might amuse your friend while you are lunching. Write it down very carefully, in order to assure yourself that you can tell it perfectly.

4. What would you say and do under the following circumstances :—

   (*a*) A glass of water is upset over the table-cloth during lunch ; (*b*) your guest's bread falls upon the floor.

5. A man said he had seen a rose-coloured swan and a cherry-coloured dog. Were these things possible ?

6. If it were necessary for you to remember the following names, in the following order, how would you help yourself to do it :—

   Arabella, Beatrice, Caroline, Dorothy, Ellen, Frances.

7. Write down the exact name and address of three friends in different parts of the country.

Dictation Sentences

1. Each section must select a junior and a senior monitor.
2. The parcel reached me in safety, and was paid for on delivery.
3. You must inquire at the hospital about the injured man.
4. There was a violent quarrel about the vacant place.

The Sound of Words

Ponder over the vowel sounds in the following :—

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd
A host of golden daffodils
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

W. Wordsworth.

CHAPTER XXII

Reading Exercise—Crusoe's Table

EVIL	GOOD
I am cast upon a horrible desolate island, void of all hope of recovery.	But I am alive, and not drowned, as all my ship's company was.
I am singled out and separated, as it were, from all the world, to be miserable.	But I am singled out, too, from all the ship's crew to be spared from death; and He that miraculously saved me from death can deliver me from this condition.
I am divided from mankind, a solitaire, one banished from human society.	But I am not starved and perishing on a barren place affording no sustenance.
I have not clothes cover me.	But I am in a hot climate where, if I had clothes, I could hardly wear them.
I am without any defence or means to resist any violence of man or beast.	But I am cast on an island where I see no wild beasts to hurt me, as I saw on the coast of Africa; and what if I had been shipwrecked there?
I have no soul to speak to or relieve me.	But God wonderfully sent the ship in near enough to the shore, that I have gotten out so many necessary things as will either supply my wants, or enable me to supply myself even as long as I live.

Questions and Exercises

1. What general conclusion can be drawn from the above two columns?

2. Make up a "Good" column from the following "Evils":—

   (1) The weather is damp and foggy. (2) I have the toothache. (3) There is an examination this afternoon, and if I do not do well I shall not be moved to a higher form. (4) I have left my favourite pen at home.
3. Study Crusoe's language in the reading on page 70, and note any unusual words or phrases.
4. Select the six real words in the above reading which convey most meaning to your mind when taken by themselves.

The Use of Phrases

Consider the following sentence:—

Three wise men went to sea.

The meaning of the sentence can be enlarged by the addition of the phrases (1) of Gotham; (2) in a boat; (3) one day. Where would you place each of these phrases?

In the first column below you will find six sentences, in the second a number of phrases. Enlarge each sentence by adding the phrases opposite to it.

1. The other ducks looked at them.	in the yard; in great concern.
2. The mother duck waddled off to the canal.	with her new family; at the bottom of the field.
3. The men examined the windows.	from the builder's yard; with great care.
4. Helen was more beautiful than any other woman.	of Troy; in the ancient world.
5. The coffee-pot was gold when he set it down.	as a matter of course; on the breakfast-table.
6. Midas touched the violet.	at once; with his finger.

When shall we Laugh ?

1. What is peculiar about the following sentence ?—
Piano for sale by a lady about to cross the Channel in rosewood case.
2. Consider and comment upon the following :—
(*a*) Her husband was a vegetarian, and subsided largely on fruit.
(*b*) Young lady seeks situation as companion help, fond of children, good needlewoman, knitter and crochety.
(*c*) Deplenish your glass and china stock at ——'s.
(*d*) The prince had his head read at the palmist's booth.
(*e*) The animal was being driven along King's Road and it contained three passengers.

Dictionary Work

1. What is the difference between an *angle* and an *angel* ; a *lunch* and a *launch* ; an *invitation* and an *intimation* ; a *psalm* and a *salmon* ; *patients* and *patience* ; a *stile* and *style* ; a *minster* and a *minister* ; a *picture* and a *pitcher* ; a *request* and a *bequest* ; a *yoke* and a *yolk* ; a *beech* and a *beach* ; a *command* and a *demand* ?

   N.B.—The best way to show that you fully understand the meaning of each word is to put it into a sentence.
2. Put the following words in alphabetical order :—
zebra, opulent, calculate, foal, dervish, bee, agate, query, bean, pencil, pen-holder, queen, foolscap, opiate, yolk, yokel.
3. Where would you look for *St. John* in a dictionary ?

CHAPTER XXIII

Reading Exercise—The Duckling

THE Ugly Duckling now came to a wide moor, where lived some wild ducks Here he lay the whole night, very tired and very comfortless. In the morning the wild ducks flew up and perceived their new companion. " Hello ! Who are you ? " asked they ; and our little duckling turned himself in all directions and greeted them politely. " You are uncommonly ugly ! " said the wild ducks. " But that does not matter to us, because you will not marry into our families."

Grouping Words

1. There are eighty words in the above reading about the duckling. (Find out whether I have counted correctly.) Consider the following lists in which these eighty words are arranged in groups :—

    (1) duckling, moor, ducks, night, morning, companion, directions, families.

    (2) the, ugly, a, wide, some, wild, whole, tired, comfortless, new, little, all.

    (3) he, their, who, you, they, our, himself, them, that, as.

    (4) came, lived, lay, flew, perceived, are, asked, turned, greeted, said, does matter, will marry.

    (5) now, here, very, up, politely, uncommonly, not.

    (6) to, in, into.

    (7) where, and, but, because.

    (8) Hello !
2. Count the number of words in each class, and add up the total. Can you explain why the total is not eighty ?
3. Read over very slowly and thoughtfully all the

words in each group one by one. Try to find some reason for the grouping in each case.

4. Which group makes you see things quite clearly as you say the words over? Which words make you half see things?

General Exercises

1. Select from the following columns pairs of words which go well together, such as *thick soup* :—

happy	light	thick	steam
look	pain	aching	news
feet	artificial	false	falls
glorious	teeth	severe	soup

2. Describe, with the help of a rough sketch, a camp candlestick which you have made yourself, and which is useful even when the wind blows.
3. What is the best way of resting for a short time in damp clothes?
4. Some children were asked, "Why are towns nearly always more unhealthy than the country?" The following actual replies were given :—(1) Some country places are by the seaside. (2) There are more doctors in the towns. (3) The smoke of the houses and the breath of the people prevents the air from being fresh. (4) The cottages in the country are dark, tiny, and badly built. (5) Disease spreads where people are crowded together.

   Which child gave the best answer?
5. C is west of B; B is west of A. Is A to the north, south, east, or west of C?
6. What is your thought about the meaning of the following sentences :—

   The officers closed on him. In throwing him to the ground, the revolver dropped from his hand.

Change About

1. Read the following :—

By this time she had found her way into a tidy little room with a table in the window, and on it (as she had hoped) a fan and two or three pairs of tiny white kid gloves ; she took up the fan and a pair of the gloves, and was just going to leave the room, when her eye fell upon a little bottle that stood near the looking-glass.

LEWIS CARROLL.

In this reading the writer is telling *about* Alice. Suppose, now, that Alice wishes to tell the story about herself. What changes must be made in the reading ?

2. Read the following :—

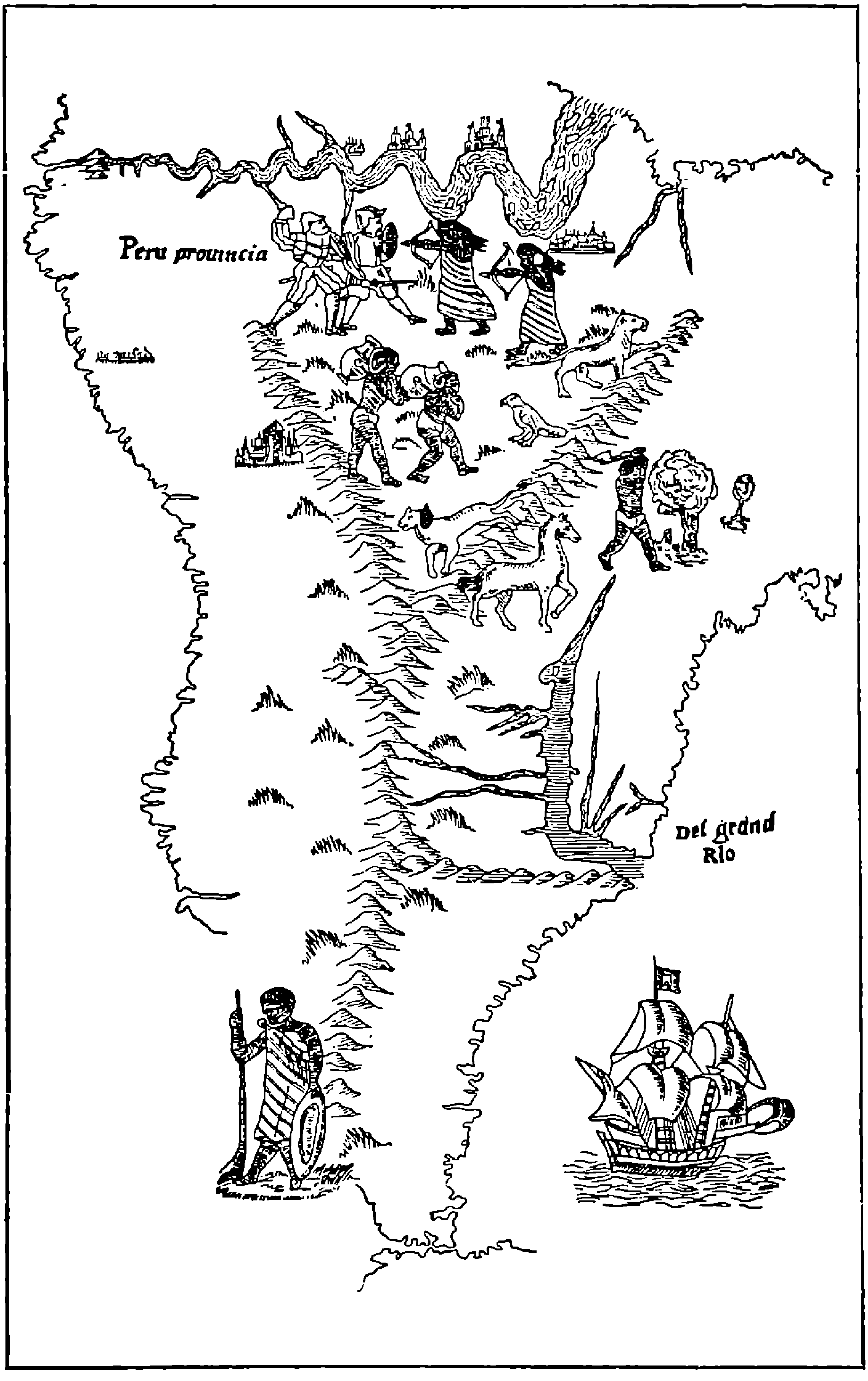
Tom could not read nor write, and did not care to do either ; and he never washed himself, for there was no water up the court where he lived. He had never been taught to say his prayers. He had never heard of God or of Christ, except in words which you have never heard, and which it would have been well if he had never heard.

CHARLES KINGSLEY.

In this reading the writer is describing Tom. Suppose, now, that Tom wishes to describe himself. What changes must be made in the wording ?

Your Diary

1. Make an entry in your diary describing what you did last night from six o'clock until bedtime.
2. Write down the date and the time of day. Add a note on what you are doing at the present moment.


Peru prouincia
Del grand
Rio

CHAPTER XXIV

Questions and Exercises

1. The map of South America on page 76 is taken from a Map of the World of 1544, and is said to have been drawn up by Sebastian Cabot, who sailed from Bristol to North America and had a share in discovering Newfoundland. At the top appears the great river Amazon, discovered by a traveller named Orellana in 1541.
2. Examine the map very carefully, together with a modern map of South America.
3. Now write a paragraph describing the old map as fully as possible.

Reading Exercise—The Rain

How beautiful is the rain !
  After the dust and the heat,
  In the broad and fiery street,
In the narrow lane,
How beautiful is the rain !

How it clatters along the roofs,
Like the tramp of hoofs !
How it gushes and struggles out
From the throat of the overflowing spout !
Across the window-pane
  It pours and pours ;
And swift and wide
With a muddy tide,
  Like a river down the gutter roars
The rain, the welcome rain !

H. W. LONGFELLOW.

Questions and Exercises

1. What is the difference between (1) The rain is beautiful, and (2) How beautiful is the rain !
2. Study the rhymes in the reading. Which rhymes do you think are the best ?
3. Using the lines on the rain as a model or pattern, write a few lines about the snow, or the wind, or the sun, or the sea—for example :—

   How mighty is the sea !
   Along the rock-bound shore,
   How it breaks with a thundering roar,
   Shouting in giant glee,
   How mighty is the sea !

4. Study the epithets or adjectives in the reading. Why does the poet speak of the *fiery* street ?
5. Count the number of syllables in each line of the reading. Mark the syllables which are stressed or spoken more heavily when the lines are read aloud.
6. In how many ways does the above reading differ from prose ?

Australian Miner Exercise

Use the following paragraph as in a similar exercise on page 65 of this book :—

Amyas had seen hundreds of those delicate dark-skinned daughters of the forest, but never such a one as this. Her stature was taller, her limbs were fuller and more rounded ; her complexion, though tanned by light, was fairer by far than his own sunburnt face ; her hair, crowned with a garland of white flowers, was not lank, and straight, and black, like an Indian's, but of a rich, glossy brown.

CHAPTER XXV

Reading Exercise—The Snail's Bride

"It is wrong to scold him," said the Mother-snail, "he creeps so very carefully. He will be the joy of our home, and we old folks have nothing else to live for. But have you ever thought where we are to get a wife for him? Do you think that farther out in the wood there may be others of our distinguished race?"

"There may be black snails, no doubt," said the old Father-snail; "black snails without houses; but they are so vulgar, and conceited as well. But we can give the ants a commission; they run here and there, as if they all had a great deal of business to get through. Most likely they will know of a wife for our youngster."

"I certainly know a most beautiful bride," said one of the ants; "but I fear she would not do, for she is a queen."

"That does not matter," said the Father-snail. "Has she a house?"

"She has a palace," replied the ant, "a most beautiful ant-palace, with seven hundred passages."

"Thank you very much," said the Mother-snail, quite politely but firmly, "but our boy shall not go to live in an ant-hill. If you know of nothing better, we will give the commission to the white gnats; they fly about in rain and sunshine; they know the burdock wood from end to end."

"We know of a wife for him," said one of the gnats. A hundred man-steps from here there is a little snail with a house, sitting on a gooseberry bush; she is quite alone, and old enough to be married. It is only a hundred man-steps from here."

"Then let her be brought to him," said the old

people. "He has the whole burdock forest; she has only a bush."

So they brought the little lady-snail. She took eight days to perform the journey; but that was just as it ought to be, for it showed her to be one of aristocratic breeding. And then they had a wedding.

HANS ANDERSEN.

Questions and Exercises

1. Make a list of the actors named in the above reading.
2. Dramatize the story very carefully, beginning—

   SCENE—The Burdock Wood

   People of the Play: FATHER-SNAIL, MOTHER-SNAIL, *an* ANT, *a* GNAT, *a little* LADY-SNAIL, *a little* GENTLEMAN-SNAIL.

   Do not forget *Exit* ANT, *Enter* GNAT, etc.
3. Imagine that the Mother-snail sent a letter to the little Lady-snail, using Friend Gnat as the postman. Write and address the letter in proper form.
4. Re-write part of the story in indirect form—for example,—

   The Mother-snail said that it was wrong to scold him, because he crept so very carefully. He would be the joy, etc.
5. About what distance is "a hundred man-steps"?
6. What epithets could be applied to (1) the Father-snail; (2) the little Lady-snail?
7. Select twelve real words and twelve linking or serving words from the reading.

Speaking Exercises

1. Give a suitable answer to each of the following questions (not merely Yes or No):—

   (*a*) Will you lunch with me to-morrow?

   (*b*) Why did you not come to see me last night?

(*c*) Will you join our football club ?
(*d*) Will you play pitch-and-toss ?
(*e*) Have you read a book called *Westward Ho* ?

2. Name some of the faults of ordinary conversation.
3. What subjects do you like to talk about ?

Another Word Game

Teacher or leader names something—say a Lighthouse—and then points to a number of pupils in turn, each of whom is expected to name some quality or peculiarity of the thing named, or describe it in a phrase. This must be done while the leader counts three ; if not, the pupil is " out." When the above thing was named, the words and phrases offered were (1) tall, (2) strong, (3) built of stone, (4) on a lonely rock, (5) storm-beaten, (6) prominent, (7) useful.

Play this game with each of the following words :—

schoolboy	motor-car	park
lamp	pen	apple

Criticism

Say in detail what you think of each of the following pieces of schoolboy composition :—

(1) We saw in the distance something that was like a sheet of yellow. As we got nearer, it was a field of fluttering daffodils. By side of them was a stream running along. The daffodils seemed to bough their heads to the stream.

(2) The most beautiful thing I have ever seen was a yellow Hammer. I saw it sitting on a branch of an oak tree. It look so beautiful, with its yellow breast as it sat on the branch. I saw it on Sunday morning when I went a walk. I stayed there till it flew away.

CHAPTER XXVI

Reading Exercise—The Swans

ONE evening, just as the sun was setting with unusual brilliancy, a flock of large, beautiful birds rose from out of the brushwood. The duckling had never seen anything so beautiful before; their plumage was of a dazzling white, and they had long slender necks. They were swans. They uttered a singular cry, spread out their long, splendid wings, and flew away from these cold regions to warmer countries across the open sea.

They flew so high, so very high! and the little ugly duckling's feelings were so strange! He turned round and round in the water like a mill-wheel, stretched his neck to look after them, and sent forth such a loud and strange cry that it almost frightened himself.

HANS ANDERSEN.

Questions and Exercises

1. Select a number of *phrases* from the above reading—that is, collections of words which make sense but do not convey a definite meaning. For example: one evening; with unusual brilliancy; like a mill-wheel.
2. Add the name of something suitable to each of the following phrases:—the taller of the two —; the sweetest of all the —; enormous black —; poor but honest —; tiny and beautifully fashioned —.
3. Put each of the following phrases into a sentence:—on the contrary; little by little; half as large again; four feet lower; since ten o'clock; at four miles' distance; on the spur of the moment; of a dazzling whiteness; in the roadway.

4. Examine part of the reading on page 82, word by word, weighing the exact meaning of each word by itself and in connection with others.
5. Consider the sentence—

   The swans flew away from these cold regions to warmer countries across the open sea.

   Now try the effect on the meaning of the sentence of dropping out one word at a time and retaining all the others.
6. Which words or phrases could be dropped without destroying the sense of the above sentence completely ?

Dictation Sentences

1. Two angels were carved in one of the angles of the oak screen.
2. Each member of the council was asked for his counsel.
3. I do not know whether the weather will improve.
4. The deceased man had suffered from a diseased heart.
5. The retail price was exactly double the amount paid to the wholesale merchant.
6. The greedy urchin gave up the cake with a grudge.

Exercise in Speaking

1. Read the following :—

   " I dare say you're wondering why I don't put my arm round your waist," the Duchess said ; " the reason is that I'm doubtful about the temper of your flamingo. Shall I try the experiment ? "

   " He might bite," Alice cautiously replied, not feeling at all anxious to have the experiment tried.

   " Very true," said the Duchess ; " flamingoes and mustard both bite. And the moral of that is, ' Birds of a feather flock together.' "

"Only mustard isn't a bird," Alice remarked.

"Right, as usual," said the Duchess. "What a clear way you have of putting things!"

"It's a mineral, I *think*," said Alice.

"Of course it is," said the Duchess.

2. Dramatize the above conversation between Alice, who held a flamingo under her right arm, and the Duchess, who is arm-in-arm with Alice.
3. The conversation in dramatic form makes a good speaking exercise. It is an excellent plan to imagine that you are speaking to some one on the telephone, as this helps you to speak more clearly, and ought to prevent you from shouting.

General Exercises

1. Recall the events of last Saturday for the benefit of some one who says that on that day you were seen at a certain place, where some mischief was done.
2. Write down the names of four birds actually known to you, and write a descriptive paragraph on each bird.
3. What is the difference between—friends and acquaintances; tired and weary; pleasure and happiness; busy and fussy; disagreeable and bad-tempered?
4. There are twenty people in a certain room. In what ways could you divide them into classes?
5. If there were 100 apples on a tree, and the wind blew down 17, how many apples are there now?
6. Imagine that you have been asked to pack a large basket for a picnic. What would you put into it?
7. Retell the following:—

   Some children saw Elisha one day and called out, "Baldhead!" He said, "If you say that again I'll get a bear to eat you all up." And they did, and he did, and it did.

CHAPTER XXVII

Phrases, Clauses, and Sentences

CONSIDER the following sentences :—

Tom peeped at the horns of the sleeping deer which stood up among the ferns.

They came up with a poor Irishwoman who was trudging along with a bundle at her back.

One day a smart little groom rode into the court where Tom lived.

The little collections of words *at the horns*, *of the sleeping deer*, and *among the ferns* are phrases—that is, little collections of words arranged in an orderly way and conveying a certain amount of meaning, but not much.

Consider the collection of words *which stood up among the ferns*. It conveys more meaning than a phrase, but it is not complete in meaning when it stands by itself. Such a collection of words is known as a *dependent clause*. In the second sentence the dependent clause is *who was trudging along with a bundle at her back*. In the third sentence the dependent clause is *where Tom lived.*

Study the clauses printed in italics in the following sentences :—

1. Tom believed the deer to be monsters *who were in the habit of eating children.*

2. The few clouds *which were about* were also fast asleep.

3. He was puzzled very much by the strange, murmuring noises *which followed them all the way.*

4. Upon the snow-white pillow lay the most beautiful little girl *that Tom had ever seen.*

5. The keeper, *who was taking a stoat out of a trap*, let the stoat go.

6. *When she had put her head out of the window* her wig fell into the garden.

Fitting Clauses

Each of the clauses immediately following can be fitted into one of the sentences in the lower paragraph, but the numbers of clauses and sentences are no guide to the fitting. The exact place for the insertion of the clause is shown by an asterisk (*).

Clauses: (1) as he sowed; (2) who was greatly loved by Apollo; (3) who tended his flock not far from a village; (4) that live in this beautiful sea; (5) when Tom woke; (6) who had been washing himself in sand; (7) when he was over the wall; (8) as he scrambled up a sandy brow; (9) which was all hung with clematis and roses; (10) which was filled with a pot of sweet herbs; (11) while the little silver trout dashed about in fright at the sight of his black face; (12) just before he came to the riverside; (13) which perish.

Sentences: (1) *The main stream was clearing to a beautiful amber hue.

(2) *The first thing he did* was to make the neatest double-sharp turn to the right.

(3) *Something went off in his face with a most horrid noise.

(4) He came slowly up to the open door.*

(5) And it came to pass* some seed fell by the wayside.

(6) We have come to fish for the herring fish.*

(7) It was only an old cock-grouse.*

(8) There sat by the empty fireplace* the nicest old woman that ever was seen.

General Questions

1. Explain in a short paragraph what the poet meant who wrote : " God made the country, but man made the town " ?
2. Write down what you know of Hans Andersen.
3. Edith is fairer than Olive but she is darker than Lily. Who is darker—Olive or Lily ?
4. What is your thought about the following :—
   The woman who cleans, bakes, washes, and takes to school six children, carries water and tramps upstairs and down for sixteen hours a day, need not fear comparison with a miner working eight hours a day.
5. Can a man marry his widow's niece ? If not, say why he cannot.
6. Which is correct—" The yolk of an egg *is* white," or " The yolk of an egg *are* white " ?
7. A herring and a quarter cost 1¼d. How much would twelve of these herrings cost ?
8. A pony can draw a load of half a ton for four hours. For how many hours could it draw a load of fifty tons ?
9. What does a polite person say (1) to a friend who has successfully passed an examination ; (2) to a relative who has been very ill ; (3) to a young lady who announces that she has just become engaged ; (4) to a friend who has lost a near relative by death ?

Criticism

Would you have written the following ?—

1. I like the wagtail because it is very tiny and a tiny foot and a tiny nest.
2. All of a sudden a beautiful light sprang from the lighthouse, setting the black darkness into a glorious light.

CHAPTER XXVIII

Phrases and Sentences

Select a few phrases from the following paragraph :—

Towards evening he reached a wretched little hut, so wretched that it knew not on which side to fall, and therefore remained standing. The wind blew violently, so that our poor little duckling was obliged to support himself on his tail in order to stand against it ; but it became worse and worse. He then noticed that the door had lost one of its hinges, and hung so much awry that he could creep through the crevice into the room, which he did.

HANS ANDERSEN.

Put the following phrases into sentences of your own composition :—

towards evening ; on his tail ; into the room ; worse and worse ; one of its hinges ; so much awry.

Use the above reading as a model for a paragraph telling how a poor traveller came to a deserted house in the country during a very heavy shower of rain. Make as many changes as you can.

Put each of the phrases in the first paragraph into a suitable sentence in the second paragraph—

Phrases : as quickly as you can ; early to-morrow morning ; over the fireplace ; like the crack of a whip ; seated round the fire, for the second time ; at a splendid entertainment ; hearing a loud noise ; of no great importance ; during his walk homeward ; into a thousand pieces ; little by little ; half as long again ;

between France and England; between the door and the window; in a tremendous rage; over military age; at ten o'clock precisely; for several days at a stretch; in some English schools.

Sentences: I intend to go for a long walk. The picture shows a handsome Cavalier gentleman on horseback. Go for the nearest doctor. The rock was worn away by the action of the waves. A tunnel beneath the water has often been suggested. The piano usually stood in a corner of the room. Every man was busily engaged in some kind of national work. The sentry ran quickly down the lane. A decision was reached after a long discussion. A mysterious sound was heard at the back of the house. I beg of you to give up the work entirely. The guests told many ghost stories. Tom was presented with a valuable prize. Those ships are trading vessels. The man met several of his friends. The glass fell and was broken. I must ask for another pole. The entertainment was concluded by the singing of the National Anthem. "Come here at once," he shouted. The people of the village often went without water. The teaching of music is excellent.

Reading Exercise—Advice

Arise early—
dress thyself quickly,
go thy ways gaily,
do thy work wisely,
answer men demurely,
treat thy kin courteously,
rule thy tongue carefully,
con thy book soberly,
sing thy song joyously,
dance the round jocundly,

go to thy supper warily,
and to thy bed merrily;
kneel then devoutly,
And sleep surely.

Questions and Exercises

1. Arrange in classes some of the words in the above old-fashioned reading. Leave out those words of which you do not feel quite certain.
2. Explain, or, if necessary, look up in the dictionary: *con, demurely, courteously, jocundly, warily,* and *devoutly.* Use each of these words in a sentence of your own composition.
3. Insert in the above reading two or three lines after "Con thy book soberly." Think of other things which are to be done at school.
4. Insert the missing words in the following :—

   Early to — and — — rise
   Makes — man —, wealthy, — —.

When shall we Laugh ?

1. A colleague of Dr. Crum Brown, the famous Edinburgh Professor of Chemistry, once came to him in great distress. "We cannot pass this man," he said; "he is quite illiterate." "What!" said Dr. Brown, ready for a discussion. "If the fellow can cure a sick man are we to keep him back because he is not a literary man?" "But he can't spell," said the horrified colleague. "He spells 'proceed' with one 'e'." "From what place does he come?" asked Dr. Brown. "From Ceylon." At once Dr. Brown flashed back, "That explains it. That's the land of the Cingalese."
2. *Teacher* Correct the sentence, "It was me that broke the window." *Pupil:* "It wasn't me that broke the window."

CHAPTER XXIX

General Questions

1. Supply the missing words in the following story :—
   A Wolf seeing a Goat — on the brow of a — precipice where — could not come at her, — her to come — lower, for fear she — miss her — at that dizzy — ; " and, moreover," said he, " the — is far sweeter and — abundant here below." But the Goat said : " — me ; it is not for — dinner that you — me but for your own."
2. Dramatize the story, expanding it as you feel disposed.
3. Study the following :—

   The sleeping fox catches no poultry

   One stormy morning Jack did not feel inclined to go to school. He was in the top form, but had lost interest in his school-work because he knew he was soon going to leave school and look for work. So he stayed at home and idled about the house all day. During the afternoon a gentleman called at the school with an offer of a good situation, which was made to one of Jack's schoolmates and readily accepted.

   Who was the " fox " ? What action of Jack's corresponded to the sleeping ? What was the poultry ?
4. Write down three proverbs or maxims.
5. If you did not know his language, how would you tell a foreign shopkeeper that you wanted (1) a piece of soap ; (2) a tooth-brush ; (3) a knife or pair of scissors for paring your finger-nails ; (4) a pen and writing-paper ?

Reading Exercise—A Trial

. . . All took their seats. A serjeant-at-arms arose and commanded silence. Then some other officer in a loud voice called out, " Warren Hastings, Esquire, come forth ! Answer to the charges brought against you ! "

Indeed I trembled at these words, and hardly could keep my place when I found Mr. Hastings was being brought to the bar. He came forth from some place behind the Great Chamberlain's box, and was preceded by the Usher of the Black Rod ; and at each side of him walked his bails.

The moment he came in sight, which was not for full ten minutes after his awful summons, he made a low bow to the Chancellor and Court facing him. I saw not his face, as he was directly under me. He moved on slowly, and, I think, supported between his two bails, to the opening of his own box ; there, lower still, he bowed again ; and then, advancing to the bar, he leant his hands upon it, and dropped on his knees ; but a voice in the same moment proclaiming he had leave to rise, he stood up almost instantaneously, and a third time profoundly bowed to the Court.

What an awful moment for such a man !—a man fallen from such a height of power to a situation so humiliating—from the almost unlimited command of so large a part of the Eastern world to be cast at the feet of his enemies, of the great tribunal of his country, and of the nation at large, assembled thus in a body to try and judge him ! Could even his persecutors at that moment look on—and not shudder at least, if they did not blush ?

The crier, I think it was, made, in a loud and hollow voice, a public proclamation. " That Warren Hastings, Esquire, late Governor-General of Bengal, was now on his trial for high crimes and misdemeanours, with which he was charged by the Commons of Great

Britain; and that all persons whatsoever who had aught to allege against him were now to stand forth."

Fanny Burney's Diary.

Writing Reports

1. Compare the language and contents of this extract from a diary with those on pages 55 and 67.
2. Read the passage on the opposite page very carefully once more, and then write down shortly the actual *facts* related, without taking any notice of the author's comments, or opinions, or feelings.
3. Write a report of what you saw on your way to school this morning, and do not use the words *I saw* more than twice. Write your report in single sentences like this:—

   It was raining heavily as I walked to school this morning. Some people did not seem to mind the rain in the least. Others were wrapped in coats or mackintoshes and carried umbrellas. A number of ducks near Hale Farm were quacking wildly. One small boy was standing in a pool and seemed to enjoy wetting his feet.
4. Give a short verbal report of two minutes' duration on a recent visit to some place of entertainment.

Criticism

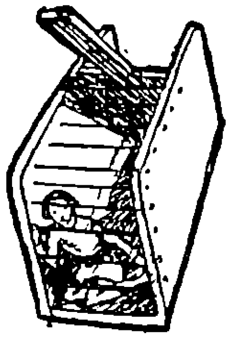
1. Would you have written the following?—

   (1) In the morning when the sun came out and shone on the ice and snow it made it glitter so it hurt your eyes to look at it and it made me feel so happy I didn't know what to do with myself.
2. The horse was black, and every time the sun shone on him he would shine.

CHAPTER XXX

Picture Study

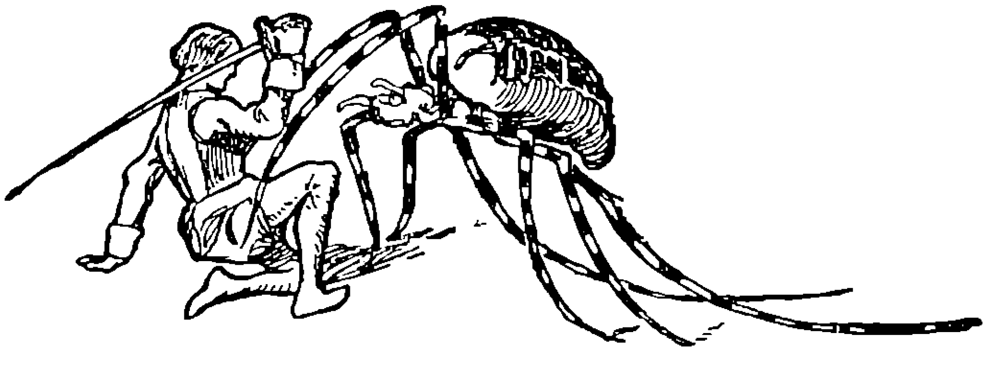
1. The picture on page 94 shows Tom Thumb and his mother. In the background is the castle of King Arthur. Tom Thumb is setting out on his adventures, and the small pictures here shown give some idea of what happened to him, including the last adventure of all, in which he was mortally wounded. Tell the story of the pictures in your own words.



2. Take account of all the details shown in the pictures—for example, the snow and icicles on the roof and on the tree in the middle distance, the solitary spectator, and so on.

3. Try to tell a portion of your story in verse, beginning—

   " My name is Tom Thumb,
   From the fairies I've come."
   And so on.



General Exercises

1. Read the following aloud :—

> . . . He led us, he said, to a joyous land,
> Joining the town, and just at hand,
> Where waters gushed, and fruit trees grew,
> And flowers put forth a fairer hue,
> And everything was strange and new.
> The sparrows were brighter than peacocks here,
> And their dogs outran our fallow deer,
> And honey-bees had lost their stings,
> And horses were born with eagle's wings.
>
> ROBERT BROWNING.

2. Apply the "Australian miner" method to the above reading.
3. Re-write the passage, but use capital letters only where they would be used in prose.
4. Re-write the following, with capital letters as they would be used in prose :—

> Now is the winter of our discontent
> Made glorious summer by this sun of York ;
> And all the clouds that loured upon our house
> In the deep bosom of the ocean buried.
> Now are our brows bound with victorious wreaths ;
> Our bruised arms hung up for monuments ;
> Our stern alarums changed to merry meetings,
> Our dreadful marches to delightful measures.

Note that the use of the capital letter at the beginning of a line of poetry is only a printer's device, and sometimes an annoying and misleading one. You will find your re-written verses easier to read from the point of view of showing the sense because you are not tempted to stop at the end of each line.

Select from each of the above poetical passages lines which might be called " end-stopped."

CHAPTER XXXI

The Simple Sentence

STUDY the following paragraphs. (The reason for the use of italics will appear later.)

1. The ship was run on shore on the mud, near Grimsby harbour, with five feet of water in her hold. *The donkey-engine broke down.* The water increased so fast as to put out the furnace fires and render the ship almost unmanageable. On the tide flowing, a tug towed the ship off the mud and got her into Grimsby to repair.

W. M. THACKERAY.

2. *In the vale of the Tempê,* where the stream of Peneios flows between the heights of Olympus towards the sea, *the beautiful Daphne passed the days of her happy childhood.* Fresh as the earliest morning, she climbed the crags to greet the first rays of the rising sun; and when he had driven his fiery horses over the sky, she watched his chariot sink behind the western mountains. Over hill and dale she roamed, free and light as the breeze of spring.

SIR G. W. COX.

3. *The Chateau burned;* the nearest trees, laid hold of by the fire, scorched and shrivelled; trees at a distance, fired by the four fierce figures, begirt the blazing edifice with a new forest of smoke. Molten lead and iron boiled in the marble basin of the fountain; the water ran dry; the tops of the towers vanished like ice before the heat, and trickled down into four rugged wells of flame. Great rents and splits branched out in the solid walls; stupefied birds wheeled about and dropped into the furnace.

CHARLES DICKENS.

When a practised writer, like any of the foregoing, wishes to tell us something, his thoughts run quicker than his pen. He does not think in words, but in **sentences,** and he writes in sentences. He may pause, when he has written a few sentences, closely connected in meaning, and forming a paragraph, to examine the parts of each sentence in the manner of our Australian miner. But the sentence comes first, in his mind and on the paper. At the end of each sentence or group of closely associated sentences he uses a point (.) or **full stop,** and at the beginning he uses a **capital initial letter.**

Now a good writer rarely uses what is known as a Simple Sentence—a short, straightforward statement like those printed on page 97 in italics. The passage from Dickens contains quite a number of these Simple Sentences, but several of them are arranged in what we might call a thought-group to form a more complete sentence, and are separated from each other by the semi-colon (;), which does not indicate such a definite pause as the full stop. All the same, if we look closely into the three paragraphs on page 97, we shall find that they are really made up of a number of short simple statements which are strung together in various ways, but which can be more or less readily disentangled or roughly analyzed. For example, in the writing of the first passage the author wished to convey the following facts :—

> The ship was run on shore on the mud near Grimsby harbour. The ship had five feet of water in her hold. The donkey-engine broke down. The water increased very fast. The water put out the furnace fires. The water rendered the ship almost unmanageable. Then the tide flowed. A tug towed the ship off the mud. The tug got the ship into Grimsby to repair.

Why did not Thackeray write his paragraph like this ?

A similar rough thought-analysis of the second paragraph might run as follows :—

> The beautiful Daphne passed the days of her happy childhood in the vale of the Tempé. The stream of Peneios flows beneath the heights of Olympus towards the sea (in the vale of the Tempe) (Daphne was) fresh as the earliest morning. Daphne climbed the crags to greet the first rays of the rising sun. The sun had driven his fiery horses over the sky. Then Daphne watched his chariot sink behind the western mountains. She roamed over hill and dale. She was free and light as the breeze of spring.

Rough Thought-Analysis

Make a rough thought-analysis of the following :—

> About sunset, as I was preparing to pass the night under a tree near a native village, and had turned my horse loose that he might graze at liberty, a woman, returning from the labours of the field, stopped to observe me, and perceiving that I was weary and dejected, inquired into my situation, which I briefly explained to her ; whereupon, with looks of great compassion, she took up my saddle and bridle and told me to follow her.
>
> MUNGO PARK.

> All day long, whilst the women were praying ten miles away, the lines of the dauntless English infantry were receiving and repelling the furious charges of the French horsemen. Guns, which were heard at Brussels, were ploughing up their ranks, and comrades falling, and the resolute survivors closing in. Towards evening the attack of the French, repeated and resisted so bravely, slackened in its fury. W. M. THACKERAY.

CHAPTER XXXII

More Thought-Analysis

THE following passages are suggested for rough thought-analysis similar to that of Chapter XXXI. (Ignore the italics for the moment.)

> It was a dark night. *The coachman instantly drove off as soon as he had got his fare;* the watermen commenced a struggle for me and my trunk. Their oaths I hear at this moment, they shook my philosophy more than did the night or the isolation, or the strangeness of the scene. *One laid hands on my trunk.* I looked and waited quietly, but when another laid hands on me I spoke up, shook off his touch, stepped at once into a boat, desired austerely that the trunk should be placed beside me—"Just there"—which was instantly done, for the owner of the boat I had chosen became now an ally; I was rowed off.
>
> CHARLOTTE BRONTË.

> Yet *Trotty* sniffed the savour of the hissing bacon—ah! as if he liked it; and when he poured the boiling water in the teapot, looked lovingly down into the depths of that snug cauldron, and *suffered the fragrant steam to curl about his nose and wreathe his head and face in a thick cloud.* However, for all this, he neither ate nor drank except, at the very beginning, a mere morsel for form's sake, which he appeared to eat with infinite relish, but declared was perfectly uninteresting to him.
>
> CHARLES DICKENS.

> *On the eleventh of January the Thames was covered with boats, and its shores with the gaz-*

ing multitude. Armed vessels, decorated with streamers, were ranged in two lines from London Bridge to Westminster Hall. The members returned by water in a ship manned by sailors who had volunteered their services. The train-bands of the city, under the command of the sheriffs, marched along the Strand, attended by a vast crowd of spectators to guard the avenues to the House of Commons; and thus, with shouts and loud discharges of ordnance, the accused patriots were brought back by the people whom they had served and for whom they had suffered. LORD MACAULAY.

Australian Miner Exercise

1. Remember that word-work and thought-analysis as well as the answering of the general questions proposed in this book are all intended *to help you to understand the exact meaning* of written and spoken English.
2. Apply the "miner" tests to the words in italics in the above paragraphs.
3. Can you find any part of any one of the above paragraphs which is not perfectly clear in meaning? Are there any *ambiguities*—words or phrases which might have two meanings?

General Exercises

1. Put the following paragraph into verse form:—
   So pass I hostel, hall, and grange, by bridge and ford, by park and pale; all armed I ride, whate'er betide, until I find the Holy Grail.
2. On one side of the street the houses all have odd numbers, beginning with the grocer's, which is No. 1. On the other side the numbers are even, No. 2, the baker's, being opposite No. 1. My house is No. 16. William is my next-door neighbour; you pass his house as you come up

from the baker's just before you get to mine. What is the number of his house ?

3. Mark twenty cards or pieces of paper with numbers 1 to 20. Turn them all face downward and scatter them about on a table. Pick up four, note the number on each, and turn them face downwards again, trying to remember where each is laid among the others.

Test 1. To remember the numbers on the four cards which you picked up.

Test 2. To pick the right card up again when any one of these four numbers is named to you.

After practice, six or even eight cards might be selected.

Words often Mis-spelt

Put each of the following words into a written sentence of your own composition :—

Autumn	assurance	approve	ancient
August	ascent	appearance	ambition
attention	arrival	anxiety	altogether
attendant	arithmetic	anxious	agreeable

When shall we Laugh ?

Consider the following :—

1. A new kind of elastic is being made which stretches to forty times its original length. Optimists use it in their Treasury-note cases.
2. LION AT LARGE IN TRAIN.—When the express arrived, the superintendent of the local zoo was summoned and, after a three hours' struggle, he was lassoed and pulled into a waiting cage.
3. Many fiends assembled in the church to witness the ceremony.
4. Rooms to let, would suit kindly mother and daughter in love.
5. From an examination paper—" The pilgrims went to Canterbury to kill Joe Beckett."

CHAPTER XXXIII

The Right Word

1. A good writer is careful to choose the exact word which conveys his meaning. Read the following :—

> For a *minute* or two Alice stood *looking* at the *house,* and *wondering* what to do next, when *suddenly* a *footman* in *livery* came *running* out of the *wood* and *rapped* loudly at the door with his *knuckles.*

Now consider the effect of replacing the words in italics with the following words :—*moment, gazing* or *staring, building, considering, in a moment, servant, uniform, racing, forest, knocked, hand.*

The search for the exact word is amusingly illustrated in Sir James Barrie's *Sentimental Tommy.* Tommy competed for the school essay prize, and had stuck hopelessly in the middle of the second page because he could not find " the Scotch word that would signify how many people were in church." " Puckle " was nearly the word, but " it did not mean so many people as he meant." He was severely scolded for his " stupidity " in troubling so long about finding the exact word. But he was stubborn. " *Manzy* is a swarm," he said. " It would mean that the folk in the kirk were buzzing together like bees instead of sitting still. . I thought of *mask,* but that would mean the kirk was crammed and I just meant it to be middling full. *Flow* is but a handful. . . . *Curran* is not enough. . . I wanted something between *curran* and *mask.*"

"The others turned to congratulate the winner," the story goes on, "and then an odd thing happened. As they were preparing to leave the school, the door opened a little, and there appeared in the aperture the face of Tommy, tear-stained but excited. 'I ken the word now,' he cried, 'it came to me all at once; it is *hantle!*' The door closed with a victorious bang."

We are not particularly concerned at present with Scottish words, but the lesson of the story is clear enough. In choosing his words the writer or speaker must choose those which exactly express his meaning.

Reading Exercise—The Gryphon

I can tell you more than that, if you like, said the Gryphon.

Do you know why it's called a whiting?

I never thought about it, said Alice. Why?

It does the boots and shoes, the Gryphon replied very solemnly.

Alice was thoroughly puzzled. Does the boots and shoes! she repeated in a wondering tone.

Why, what are your shoes done with? said the Gryphon. I mean what makes them so shiny?

Alice looked down at them and considered a little before she gave her answer. They're done with blacking, I believe.

Boots and shoes under the sea, the Gryphon went on in a deep voice, are done with whiting. Now you know.

And what are they made of? Alice asked in a tone of great curiosity.

Soles and eels, of course, the Gryphon replied rather impatiently; any shrimp could have told you that.

LEWIS CARROLL, *Alice in Wonderland.*

Questions and Exercises

1. Insert raised commas or quotation marks in the above passage.
2. Dramatize the reading exercise.
3. Why did the Gryphon say, " Any *shrimp* could have told you that " ?
4. Does the following mean the same as the corresponding sentence in the reading ?—

   Alice glanced down at them and thought a little before she gave her reply.
5. What is wrong with the following ?—

   I remane, yours sinceerly, Mrs. Jane Brown.

Words often Mis-spelt

Put each of the following words into a written sentence of your own composition :—

business	complaint	domestic	diary
bargain	compliment	dismissal	dairy
current	citizen	disguise	desperate
currant	circular	disastrous	desert
curiosity	carriage	disappearance	dessert
contrary	capable	difficult	describe

Maxims

Invent a story which will show what one of the following maxims means :—

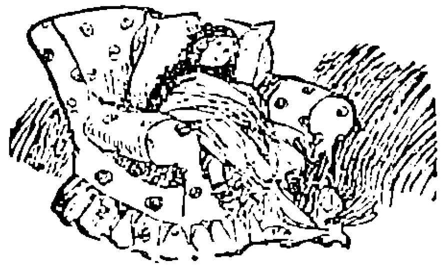
1. The cat in gloves catches no mice.
2. There are no gains without pains.
3. One to-day is worth two to-morrows.
4. Constant dropping wears away stones.
5. Empty kettles make the most sound.
6. Silks and satins, scarlet and velvet, put out the kitchen fire.
7. It is hard for an empty sack to stand upright.
8. If you would have your business done, go ; if not, send.

CHAPTER XXXIV

Picture Writing

1. Examine the contents of the large picture very carefully, not forgetting the bird in the top left-hand corner and the frog in the bottom left-hand corner.
2. Think of a name for the girl, one for the fairy, and one for the bird.
3. Invent a story to which the pictures on these two pages would serve as illustrations.
4. Re-write the following in verse form :—

"Thou art a handy maiden," the fairy lady said. "Thou hast not spilled a drop, nor yet the fair spring troubléd. Thou shall do right whate'er you dost, as thou hast done this day ; shalt have the will and power to please, and shall be loved alway."



5. Note that your story need not necessarily be a serious one.
6. If you cannot invent a story to suit these pictures pass on to the next page. Every one cannot be an inventor.
7. Why do you think that fairies are called the "little people"? In some country places they call them the "good folk." Why *good ?*

General Exercises

1. What is the difference between *A man* and *The man;* between *This man* and *That man;* between *A man* and *Any man?* Think this out very carefully.
2. A man who ran a general store divided it into twenty-six departments, according to the letters of the alphabet. As he claimed to be able to supply *anything*, what would he have in departments A, C, Q, V, X, and Y respectively?
3. Try to imitate this stanza from *Punch*:—

> James James
> Morrison Morrison
> Weatherby George Dupree
> Took great
> Care of his Mother,
> Though he was only three.
> James James
> Said to his Mother,
> " Mother," he said, said he,
> " You must never go down to the end of the town if you don't go down with me.'

4. Make a three minutes' speech on the maxim, " Slow and steady wins the race." (You are not obliged to assent to it.)

Words often Mis-spelt

delicate	encourage	feature	grammar
excitement	elector	favourite	gracious
exception	effectual	fatality	ghastly
engineer	furniture	failure	generosity

A word which trips you up should be written down correctly, looked at, *rubbed out*, written again, *looked at*, rubbed out, and so on, until its " features " become familiar. The best way to show that you understand the meaning of a word is to use it in a sentence.

CHAPTER XXXV

Reading Exercise—A Page of History

Now let us speak of the Earl of Hainault and of the Duke of Normandy, and speak of the King of England who was on the sea with the intention of coming to Flanders and so to Hainault to make war against the Frenchmen.

It was on Midsummer Eve, in the year of our Lord 1340, when all the English fleet departed from the river Thames and took the way to Sluys. At the same time between Blankenberg and Sluys on the sea were Sir Hugh Quiriel, Sir Peter Bahucet, and Barbenoire, and more than six score great vessels besides others containing Normans, light armed soldiers, Genoese, and Picards, to the number of about forty thousand. There they were laid by the French King to dispute the King of England's passage.

The King of England and his men came sailing till he arrived before Sluys; and when he saw so great a number of ships that their masts seemed to be like a great wood, he demanded of the master of his ship what people he thought they were. He answered and said, "Sire, I think they be Normans laid here by the French King, and they have done great displeasure in England—burnt your town of Hampton, and taken your great ship the *Christopher*."

"Ah!" said the King, "I have long desired to fight with the Frenchmen; and now shall I fight with some of them by the grace of God and St. George, for truly they have done me so many displeasures that I would be revenged, if I may."

Then the King set all his ships in order—the greatest in front, well furnished with archers, and always

Blankenberg, near Ostend. *Hampton*, Southampton.

between two ships of archers he had one ship with men-at-arms ; then he caused another squadron to lie aloof with archers to comfort them that were most weary if need arose.

Questions and Exercises

1. Is the reading on page 109 taken from a modern or an old book of history ? How can you tell ?
2. Modernize any passage which you think old-fashioned in expression. Have you improved it ?
3. Make short notes on the facts contained in the reading so that you could write the first part of the answer to the history question, " What do you know about the Battle of Sluys ? "

When shall we Laugh ?

Comment on the following :—

1. *Clergyman.* Hymn No. 358. " From Ireland's greasy mountains."

2. *Bridegroom.* With all my goodly words I thee endow.

3. *First Billiard player.* Are you ready ? " *Second player.* " Yes, when I've corked my chue—I mean when I've chewed my cork."

4. *Minister* (to an irreverent worshipper). That young man has evidently sold his birthright for a pot of message.

5. *First Enthusiast.* Mr. Brayne knows all about wireless. *Second Enthusiast.* Yes, Mr. Wire is certainly a brainless expert.

6. Extracts from examination papers—

Marconi is used to make delicious puddings.

Doldrums are army rations of spirits.

Habeas Corpus is what people used to say to the undertakers at the time of the Great Plague of London. It means, " You may have the body."

Thought-Analysis

Revise Chapter XXXI. (page 97) and then make a rough thought-analysis of each of the following paragraphs :—

There is found a sparrow-hawk upon a fair perch, and a fair lady of faërie, who keeps it ; and whoever will watch that sparrow-hawk seven days and seven nights, or, as some men say, three days and three nights, without company and without sleep, that fair lady shall give him, when he hath done, the first wish that he will wish of earthly things ; and that hath been proved oftentimes. SIR JOHN MANDEVILLE.

Since those days I have seen the West End, the parks, the fine squares ; but I love the City far better. The City seems so much more in earnest ; its business, its rush, its roar, are such serious things, sights, and sounds. The City is getting its living—the West End but enjoying its pleasure. At the West End you may be amused, but in the City you are deeply excited.

CHARLOTTE BRONTË.

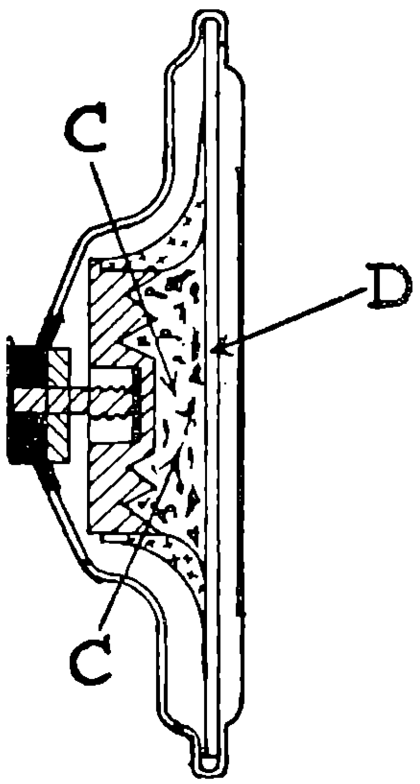
So all day long the noise of battle roll'd
Among the mountains by the winter sea ;
Until King Arthur's table, man by man,
Had fallen in Lyonnesse about their Lord,
King Arthur : then, because his wound was deep,
The bold Sir Bedivere uplifted him,
Sir Bedivere, the last of all his knights,
And bore him to a chapel nigh the field,
A broken chancel with a broken cross,
That stood on a dark strait of barren land.

LORD TENNYSON.

CHAPTER XXXVI

Reading Exercise—The Telephone

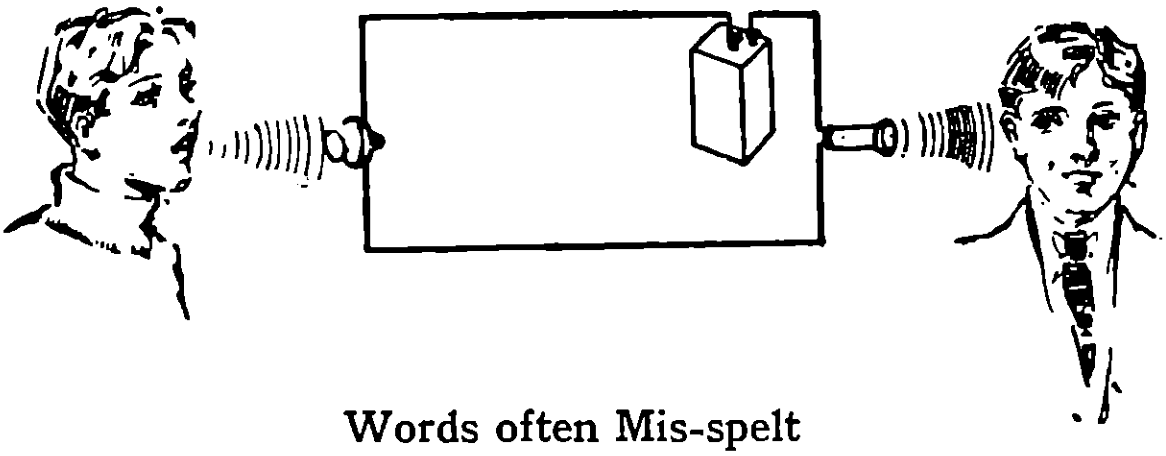
SOUND waves are converted into electric waves every day by the telephone, for in telephoning it is not the actual sound that travels over the wire, but electric currents in varying degrees of intensity. In the mouthpiece of a telephone a quantity of fine grains of carbon is packed between two plates (see accompanying diagram). The voice is directed against one of these plates, called the diaphragm (D), causing it to vibrate in sympathy with the vibrations from the speaker's throat. Carbon grains possess the peculiar characteristic of variable resistance—that is to say, they allow an electric current to pass freely when they are packed tightly together, but they oppose its passage when they are loosely distributed. By these means sound waves, impinging on the diaphragm, cause electric currents of varying intensity to flow along the wire to the receiver, where the electric waves are converted back into sound waves by an ingenious application of an electro-magnet and a diaphragm.



ELLISON HAWKS.

Exercises

1. Study the above very carefully, copy the diagram on a piece of paper, close the book, and write a paragraph on the way a telephone acts.
2. Explain the diagram shown on the next page.



Words often Mis-spelt

Put each of the following words into a written sentence of your own composition :—

hymnal	heroine	intensity	ignorance
hospital	heiress	inquiry	juicy
horror	hasten	influence	knightly
hoarseness	intimacy	impatience	lightning
hesitation	interference	imagination	launch

When shall we Laugh ?

Extracts from examination papers for correction, or improvement—

1. Bunyan was the inventor of the Nonconformist religion, and also wrote the *Pilgrim's Chorus*. . . . In 1620 the Pilgrims crossed the ocean, which is known as the Pilgrim's Progress.

2. Charles I. was going to marry the Infanta of Spain. He went to see her, and Shakespeare says he never smiled again.

3. *Question*. Where do we find mangoes? *Answer*. Where woman goes.

4. Tennyson, the greatest prose writer that ever lived, wrote the *Iliad* and *Paradise Lost*.

5. William the Conqueror was thrown from his horse and wounded in the feudal system, and died of it.

6. Clive imprisoned 146 men in the Black Hole of Calcutta, and so laid the foundation of our Indian Empire.

7. The trade of Spain is small owing to the insolence of the people.

8. In Holland people make use of water-power to drive their windmills.

General Questions

1. Does a sentence contain paragraphs or a paragraph contain sentences? (Be careful.)
2. Write a paragraph about the leg of a chair.
3. Write a paragraph saying how you would spend a present of a pound.
4. Read the following :—

The mother-duck said, "He is not handsome, but he is a thoroughly good creature, and he swims as beautifully as any of the others; nay, I think I might venture even to add that I think he will improve as he goes on, or perhaps in time he may grow smaller! He was too long in the egg, and so he has not come out a very good figure."

Suppose that the duckling is saying these things in his own defence. He begins: "I am not handsome. . . ." How does he go on?

From a Window

1. Read the following very carefully, paying special attention to the vowel sounds :—

The window of my chamber looked out upon what in summer would have been a beautiful landscape. There was a sloping lawn, a fine stream winding at the foot of it, and a tract of park beyond, with noble clumps of trees and herds of deer. At a distance was a neat hamlet, with the smoke from the cottage chimneys hanging over it, and a church with its dark spire in strong relief against the clear cold sky.

WASHINGTON IRVING.

CHAPTER XXXVII

General Questions

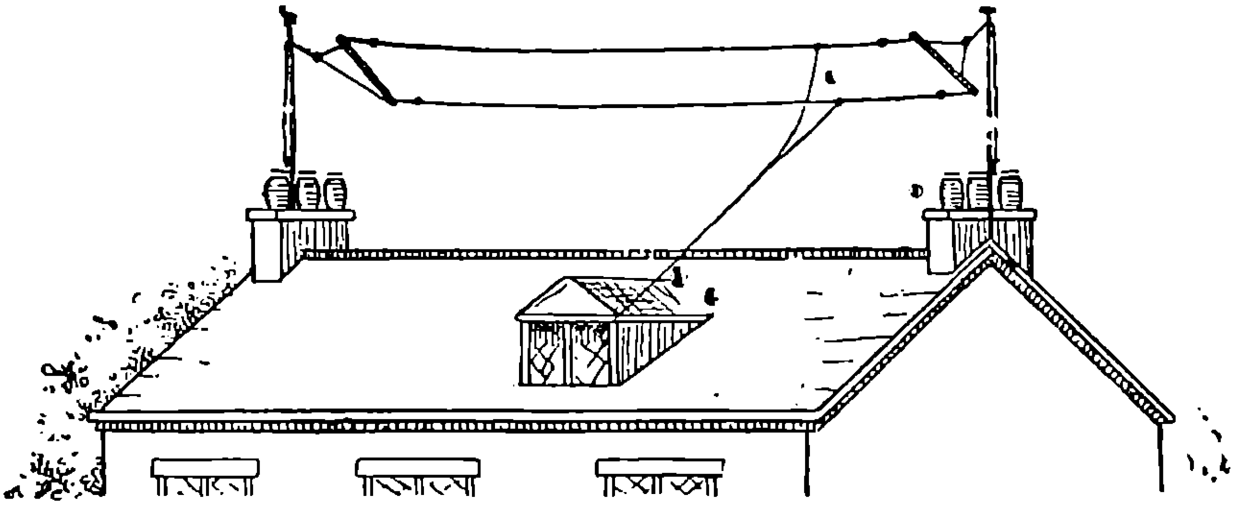
1. *The person who stole Brown's purse was neither dark nor tall nor clean-shaven. The only persons in the room at the time were (1) Jones, who is short, dark, and clean-shaven; (2) Smith, who is fair, short, and bearded; (3) Grant, who is dark and tall, but not clean-shaven. Who stole Brown's purse?
2. Where and by whom are the laws made for this country? Write a short paragraph.
3. Say when you would use each of the following beginnings (or salutations) of a letter:—(1) Dear Mr. Jones; (2) Dear Sirs; (3) Dear Miss White; (4) Dear Madam?
4. What kind of letter do you like to get?
5. Finish the following sentences:—(*a*) The rain fell like (*b*) The clouds in the sunset sky were like (*c*) The wall fell suddenly with a crash like
6. Write your diary for yesterday.
7. It is very important that you should call at a certain house with a message this evening. How can you help yourself to remember that you must do so?

Words often Mis-spelt

Put each of the following words into a sentence of your own composition:—

language	material	nephew	ornamental
lunch	marriage	niece	orchid
languish	maniac	neighbour	orchard
modern	magic	neglect	orchestra
messenger	novelette	naughty	oblige

* From a paper by Mr. Burke in the *Journal of Experimental Pedagogy*, June 1919, with acknowledgments.



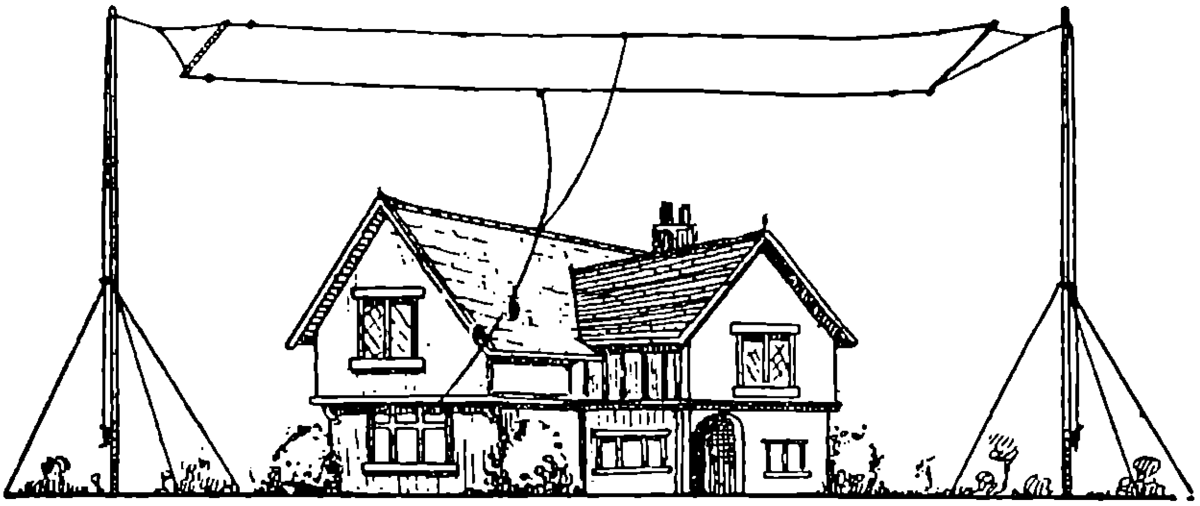
Exercises and Questions

1. Write down all you know about the two diagrams.
2. Read the following :—

One of two types of aerial is usually employed by amateurs. One known as the inverted L-type, and the other the T-type. These aerials are so called because of their resemblance to the letters L (upside-down) and T.

We have already mentioned that Marconi discovered that the " orientation," or the direction of the compass in which an aerial runs, affects the strength of reception. To obtain the maximum strength, the aerial should be directed to the transmitting station from which signals are to be received—that is to say, if an aerial points due north and south, it will be most efficient in receiving from transmitting stations in the north and in the south, rather than from stations in the east and west. Such an aerial is called " directive," because it is most sensitive to signals from a particular direction.

Greater signal-strength is obtained by taking the lead-in wire from the end of the aerial that is nearest to the transmitting station. Thus, if you are due north of London, your aerial should be oriented north and south, and your lead-in wire taken from the south end of the aerial. In this case, the aerial will be of the inverted L-type.



Should you be situated midway between two broadcasting stations, and wish to receive signals at equal strength from each, the lead-in wire should be taken from the centre of the aerial. Such an aerial will be of the T-type.

The fact that an aerial is directed towards one particular broadcasting station does not mean that signals will not be received from other stations. Much depends on the local surroundings, but it may be said that, as a general rule, a directive aerial will enable signals that would otherwise only be faintly heard to be heard clearly or even loudly.

The following example will, perhaps, help to make clear my meaning. I have an inverted L-aerial, 60 feet in length and 20 feet in height, and situated some four miles out of Liverpool. It points directly towards the Glasgow station, and the lead-in wires are taken from the north end. Thus, everything is in favour of receiving good signals from Glasgow, and these signals do, in fact, come in very loudly. At the same time, I get almost equally loud signals from London, although actually my lead-in is at the wrong end for the greatest efficiency from London.

ELLISON HAWKS, *Romance and Reality of Radio.*

3. Make notes on the above.
4. Close this book and use your notes to explain the following :—" orientation," " L-aerial," and " T-aerial " respectively.

CHAPTER XXXVIII

Speaking Exercises

1. Write down a conversation, in dramatic form, between the boy and the brownies in the picture, the subject being football as played by humans and fairies respectively. (Girls may take another subject, based on this picture, if they choose.) Now use your conversation as a speaking exercise.
2. Debate in class the " pros " and " cons " of Wireless and Broadcasting, paying attention to the following points :—

   Pro.—The wide audience of the broadcaster. The convenience for the listener—no journey or physical effort. Spread of information, and wider enjoyment of masterpieces of music, drama, etc.

   Con.—Distraction from other duties. Too convenient—listener becomes lazy. Music not of good quality. Atmosphere of concert or theatre not conveyed, but merely voices. Listener self-centred and unsocial.
3. Here are some rules for friendly conversation :—

   (*a*) Speak clearly, slowly (but not too slowly), and pleasantly.

   (*b*) Do not speak until the other person or persons have finished.

   (*c*) Show kindly interest (but not curiosity) in the welfare and doings of others.

   (*d*) Wait till you are asked about your own affairs.

Can you add to the above rules, and do you agree with all of them ? (Be quite frank.)

Words often Mis-spelt

Write down sentences of your own composition, each containing one or more of the following words :—

puzzle	probably	patience	picnic
purchaser	previous	precious	photography
provision	presents	plentiful	perceive
prosperity	presence	pigeon	perception
promptitude	patients	piercing	pattern

General Exercises

1. Apply the "Australian miner" method to each of the following sentences :—

   If the little Mermaid had been quiet and thoughtful before, she now grew still more so.

   Her sisters asked her what she had seen in the upper world, but she made no answer.

   "I am sure you are all talking far too much," said the tinder-box, while the steel struck sparks on the flint. "Let us have a jolly evening together."

   A little flock of titmice came daily to pick a dinner out of my wood-pile, or the crumbs at my door, with faint, flitting, lisping notes, like the tinkling of icicles in the grass.

2. Why is it usually easier to remember verse than prose ?
3. Imagine that you have been asked to pack a large basket for a picnic, and describe how you would do so.
4. Mrs. C. and Mrs. D. meet in the main street of a town. Write down a portion of their conversation. Do not forget such phrases as "Do you know—" "Well, you see—" "Don't you know—" "and all that—" "Er—"

REVISAL EXERCISES

1. Study the following sentences from Gilbert White closely and critically so as to make quite sure that you fully understand what the writer wishes to convey :—

   (1) My attention was first drawn by the twittering of these house-swallows, which sat motionless in a row on the bough, with their heads all one way, and by their weight pressing down the twig so that it nearly touched the water.

   (2) In the midst of this spot stood, in old times, a vast oak, with a short squat body and huge horizontal arms extending almost to the extremity of the area.

   (3) In deep snows I have seen the titmouse, while it hung with its back downwards, draw straws lengthwise from the eaves of thatched houses.

   (4) If you gave this tame bat anything to eat, it brought its wings round before the mouth, hovering and hiding its head, in the manner of birds of prey when they feed.

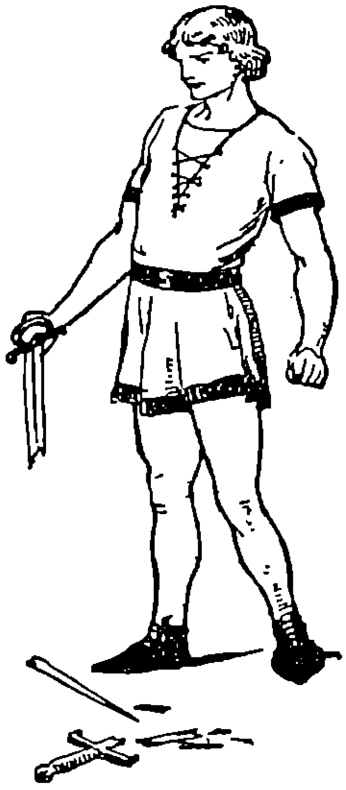
2. Use each of the above sentences as a model for a short description of something you have seen—for example,—

   My attention was first drawn by the barking of the watch-dog, which stood near the gate leading into the harvest field with an angry look on its face, and by its general appearance showing clearly that it thought something was wrong.

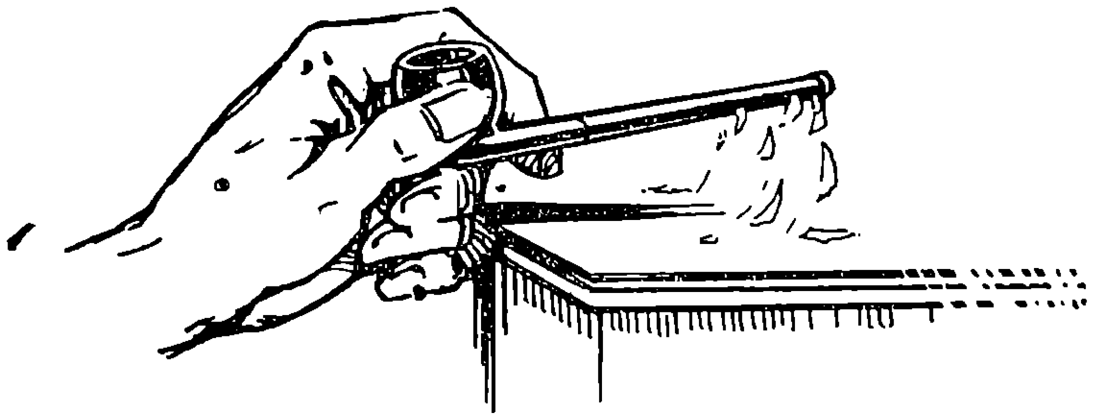
3. Dramatize the following story :—

   Two men are travelling together along a country road, when one of them, picking up a hatchet, cries, " See what I have found ! " " Do not say *I*," says the other, " but what *we* have found." After a while up came the men who had lost the hatchet, and charged the man who held it with the theft. " Alas ! " says he

to his companion, " we are lost ! " " Do not say *we,*" replied the other, " but *I* am lost, for he that will not allow his friend to share the prize must not expect him to share the danger."



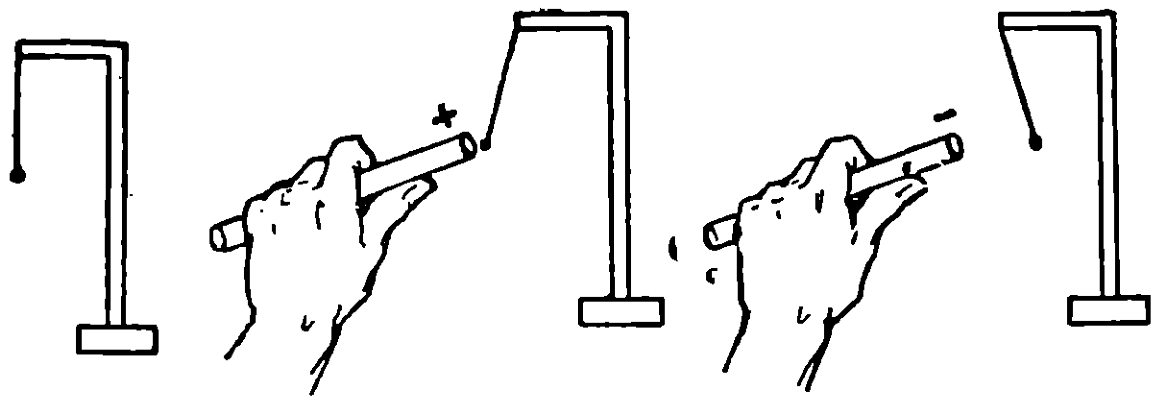
4. Make up a story based upon the above pictures.
5. Write three sentences, not too short, beginning with the words, " There were once . . ."
6. Write and address a post-card to a friend asking



him (or her) to meet you at a certain place and time to go to some entertainment.

7. Write a description of the above diagram.
8. Supply the missing words in the following story:—

   A — Fox stole one — into a — where many — of grapes hung ripe and ready for —, but as — would have it, they were — upon a trellis just too — for Reynard to —. He —, and paused, and — again, in the attempt to — them. But it was all — —. At last he was — tired out, and cried, "Take them who — the grapes — —."
9. Where the climate is hot, aloes and rubber will grow; heather and grass will grow where it is cold. Heather and rubber require plenty of moisture; grass and aloes will grow only in fairly dry regions. Near the river Amazon it is very hot and very damp. Which of the above plants grow there?
10. Put each of the following phrases into a sentence of your own composition:—sadly distressed; continual annoyance; greatest applause; agreed unanimously; most ingenious; quite successful.
11. What are the opposites of *solemn, loudly, curious?*
12. How many meanings can be given to each of the following words:—*rent, table, minister, check, ruler?*



13. Tell what is happening above.
14. Prepare notes for one of the following class debates, in which each subject will be discussed "pro" and "con":—
    (*a*) Underground travelling.
    (*b*) Country life.
    (*c*) Picture theatres.
    (*d*) Attendance at football matches.
15. Make up a little story to illustrate any one of the following maxims:—
    (*a*) Little strokes fell great oaks.
    (*b*) Drive thy business; do not let thy business drive thee.
    (*c*) A stitch in time saves nine.
    (*d*) A rolling stone gathers no moss.
16. Make a comma, a semi-colon, a full stop, a question mark, inverted or raised commas, and a mark of exclamation, and write a sentence showing how each is used.
17. Try to put the following prose passage into verse form:—

    But now came down a mighty wind and swept him back southward toward the desert. All day long he strove against it; but even the winged sandals could not prevail. So he was forced to float down the wind all night; and when the morning dawned there was nothing to be seen save the hateful waste of sand.

You might begin as follows :—

But now came down a strong and mighty wind
And swept him toward the desert southward
borne.

18. Put each of the following words into a sentence of your own composition :—

passenger	quantity	relative	surround
partnership	quaint	regiment	suitability
parcel	respectable	receive	successful
parsonage	rescuer	reasonable	style
quiet	repairs	really	stile
quarrel	relation	rapidity	struggle

19. Apply the "Australian miner" method to the following sentences :—

(*a*) Sometimes on lonely mountain meres
I find a magic bark.

(*b*) He played with that child the whole day long, and they were very merry.

20. Write a short report on the work you did yesterday at school.

21. Write down your diary for yesterday.

22. How would you shorten the following communications which are to be telegraphed ?—

(*a*) The *Oceanic* arrived at Southampton two days late. We are all well but tired. We will stay at the Royal Hotel, Southampton, until to-morrow, and will leave by the 10 train, which reaches Bristol at 12.30.

(*b*) I have passed my final examination with honours in history and classics, but have not won a scholarship.

(*c*) Mother took suddenly ill last night, and the doctor asked me to send for you to come at once.

23. Is W-O-R-N-G wrong ?

24. What is the difference between—seeing and ob-

serving; driving and riding; thinking and considering; trotting and running; working and toiling?

25. Put each of the following words into a sentence of your own composition :—

straight	seniority	torrent	violence
speechless	scenery	telescope	villager
social	satisfaction	telephone	victorious
singular	triumph	urgency	wholesale
shepherd	traffic	virtuous	weariness

26. Re-write the following in indirect form :—

(1) " What a good story-teller you are," said the broom; " one can tell at once that it's a woman telling the story, because a vein of cleanliness runs through it."

(Begin : The broom said that the speaker was . . .)

(2) " Oh, it was better in the old days—much better," sighed the dragon-fly.

(3) " Good-bye," said the dragon-fly. " I have not time to listen to your disagreeable remarks. I must lay some more eggs."

27. Write a short description of the contents of this book.

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